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ABSTRACT

The 1984 conference proceedings consists of introductory material followed by 12 major addresses in 4 general sessions: "Building Partnerships in Rural Education," Robert M. Worthington; "Greetings from the National Rural Education Association," James D. Jess; "Excellence in Rural Education," Anne Campbell; "Gifted and Talented in Small Schools - What and How," Catherine Burkland; "An Exemplary High School Program," Max Morrison; "Computer Program," Bill Ashby; "Teaching Students Learning Styles on Brain Research." Ivan Muse and Bruce Barker; "Iowa's Most Rural High Schools...Their Past, Present, and Future," William Dreier; "A Report of Innovative Rural School Programs in the United States" and "A Profile of Small/Rural School Districts in Iowa Compared to School Districts of Similar Size Nationwide," both by Ivan Muse and Bruce Barker; and "The Road to Excellence and Equity," Robert Benton. The conference report also includes banquet addresses from Iowa's Lieutenant Governor Robert T. Anderson and Roger A. Baskerville, and gives a list of award recipients. It describes a meeting with Iowa legislators and concludes with minutes of the 1984 annual meeting, a roster of attending exhibitors and school districts, and speakers' addresses. (SB)

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Quality Education...

the

Rural Way

NATIONAL
CONFERENCE

PEOPLE
UNITED FOR
RURAL
EDUCATION

1984

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INTRODUCTION

On February 2 and 3, 1984, People United for Rural Education sponsored its Seventh Annual National Rural Education Conference at the Sheraton Inn in Des Moines. The theme was "Quality Education-the Rural Way" and was enthusiastically received by the many participants. This publication is a report of the proceedings of the conference.

The Board of Directors and Advisors are indebted to many for the hard work and dedication that was required to make the conference such a success. Noteworthy is the spirit with which the many tasks that were placed on Mr. Jack Adams were done. We are all extremely grateful for his contribution each year.

It is with pleasure that we present this conference report to the reader and look forward to your continued support of Rural Education.

JON D. BAKER, Chairman
Advisory Committee
People United for Rural Education

Edited by:

Joyce Losure
Eleaine McCullough
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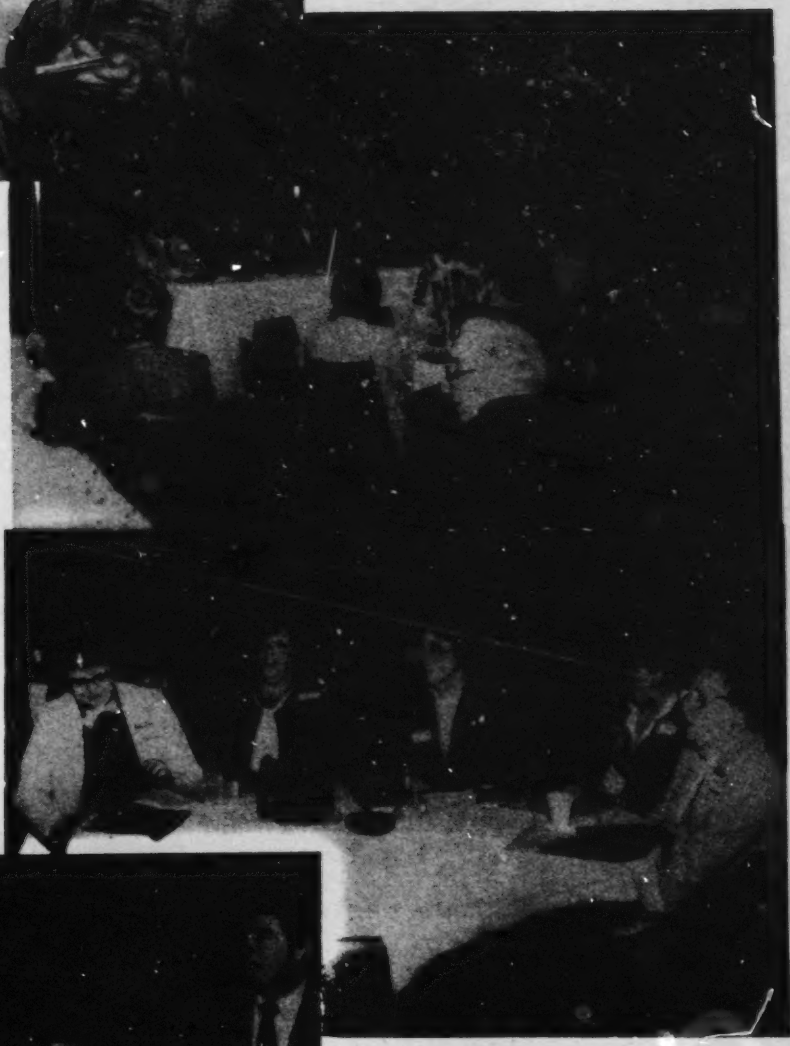

1984

CONFERENCE

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FIRST GENERAL SESSION

SPEAKER: DR. ROBERT M. WORTHINGTON

Assistant Secretary for
Vocational and Adult Education

BUILDING PARTNERSHIPS IN RURAL EDUCATION

It is with particular pride and pleasure that I address you today as keynote speaker at this, the 7th Annual Conference of People United for Rural Education, one of the most effective rural education advocacy organizations in existence. Last year, Dr. Duane Nielsen, of my staff, spoke at your 6th Annual Conference. He stated our conviction that your organization and its members are playing an important role in efforts to improve the delivery of educational services in rural communities. We share your view that education is primarily a state and local responsibility and that the proper role of the Federal government is to participate in partnerships developed on the State and local levels between school boards, administrators, parents, teachers, students, community organizations and the private sector that are designed to promote educational excellence. We sincerely appreciate your effectiveness in providing leadership to and in representing the views of parents and others in rural America relating to rural education, its schools, its teachers, its administrators, and its State and regional agencies. The leadership and support of organizations and their members, such as PURE, have been critical to the success that we have achieved in promoting the interests of rural education over the years, including the development and issuance of a National Rural Education Policy Statement by the Department of Education. That leadership and support must continue if we are to achieve even greater success in the future. I bring you the warm greetings and best wishes of Secretary Bell, who only yesterday presented the President's 1985 Budget for the Department of Education. If enacted, it would be the largest Federal education appropriation in history--$15.5 billion. This proposed education budget responds to the recommendations embodied in the Report of the National Commission on Excellence in Education. These recommendations call attention to the fact that "the Federal Government has the primary responsibility to identify the national interest in education (and)...help fund.. and promote that interest." Secretary Bell emphasized that "We have spent the past year identifying the national interest. We believe our 1985 budget reflects our proper commitment at the Federal level to help fund that inet interest."

I join Secretary Bell in congratulating you on the excellent work that your organization is doing in rural America. You are proving to be an enduring voice for rural education in the continuing national debate on which education policies this country should adopt in the pursuit of excellence in education. We are pleased with the cooperative working relationship, the partnership, that has developed between PURE and the Department of Education. As many of you know, on behalf of Secretary Bell, I announced last October 17 the issuance of a Department of Education Rural Education Policy Statement. The announcement was made at the 75th Annual Conference of the Rural Education Association which was held in Manhattan, Kansas. A coherent articulation of national policy on rural education by the Federal government has been long overdue and is an action that rural educators and others committed to improving education in rural communities have long advocated. We are proud that we have been able to contribute to the development and issuance of the policy statement. Indicative of the dedication that exists in rural America to education and the seriousness of the commitment to it that those

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present had, the announcement was greeted with a standing ovation.

Issuance of the policy statement is only one step, though an important one for sure, in efforts at the Federal level to foster partnerships in rural education as a means to promote the increase in quantity and quality of education in rural areas. As you know, President Reagan on last October 3, signed a proclamation declaring a "National Year of Partnerships in Education." In the proclamation, the President stated that, (and I quote) "America's future is dependent upon the health and vitality of her education system." He goes on to add that though many individuals have worked diligently in support of education, there is more work to be done. More people must become involved. Specifically, partnerships in education must begin to include the private sector as well as the public sector if we are to broaden the resources available to education. As acknowledged in the proclamation, many schools have already developed partnerships with the private sector. Issuance of the proclamation allows us to take note of this fact and more importantly, to encourage the creation of more of these partnerships all across the country--needless to say that includes rural America, which is home for a significant number of Americans--59.5 million men, women and children.

As defined in the 1980 Census, the rural population comprises all persons living outside urbanized areas in the open country or in communities with less than 2,500 inhabitants. It also includes those living in areas of extended cities with a population density of less than 1,000 inhabitants per square mile.

Other information generated about the rural population by the 1980 Census include the following: We have experienced the largest growth in our rural population in any decade in 100 years. The rural population increased from 53.6 million in 1970 to 59.5 million in 1980--a growth rate of 11.1 percent. More significantly, all of this growth in rural areas was due to growth in its nonfarm population.. The farm population actually declined during the past decade. Thusly, though always diverse in terms of types of communities, rural America is now beginning to experience greater diversity within its various communities. This has major implications for the education and rural development strategies that we are considering for the 1980's. One of these implications is that there is now more than ever a need to build partnerships in these communities to improve the quality of life for all members of these communities, old-timer and newcomer alike.

In spite of these significant trends in changing demographics of rural America, rural communities continue to lag behind the rest of America in Educational achievement and economic well-being. While the poverty rate rose from 10.7 to 11.9 in metro areas, it rose from 13.4 to 15.4 in rural areas. In the area of education, rural schools (67 percent of all schools) and rural students (33 percent of all students) experience distinct educational problems and exist in unique subcultures. Rural schools characteristically have higher attrition rates and lower achievement levels than their urban counterparts. Although rural areas are rapidly growing in population, their tax bases are not. Even though rural schools commit a larger percentage of their resources to education, these resources are able to deliver less service because rural services cost more than comparable services in urban areas due to expensive transportation requirements in remote, sparsely populated areas, scarcity of professional resources, and a whole host of other factors. These are facts of rural life. Rural development is inhibited by limited support services, limited levels of available professional expertise and limited role models and exposures for young people. In short, rural America has fewer resources than many of its counterparts to buy services that cost it more. It is essential, therefore, that we forge new partnerships in education that include the private sector to broaden available resources as the President stated in the proclamation. To give you some idea how these partnerships have worked and could work, may I share with you the anticipated benefits expected to accrue from the establishment of these new partnerships in education as outlined in the published proceedings of the "National Partnerships in Education Program" that was sponsored by the White House's Office of Private Sector Initiatives. The Program was conducted last October 13 to generate support for the proclamation and to provide guidance for those desiring to

respond to the President's leadership in this area.

According to the Proceedings, America's schools can be enriched through partnerships with business and community organizations because these partnerships will provide the opportunity for schools to: 1) acquire assistance in meeting special needs beyond the resources of the school; 2) supplement learning in the classroom with relevant learning experiences in businesses and industries; 3) attain a realistic picture of the business world and the preparation students need to succeed in it; 4) become aware of business resources, requirements and concerns; 5) gain expertise and technical assistance that might provide a more complete education for students or management skills for teachers and administrators.

It goes on to detail some of the possible services that the private sector (the business community) could provide our nation's schools: 1) tutoring arrangements; 2) field trips and tours; 3) classroom speakers; 4) internships and apprenticeship programs for students; 5) donated equipment; 6) summer internships for educators; and 7) scholarships or special grants for experimental programs. Community organizations (parent/teacher organizations, fraternal groups, hospitals, foundations, etc.) can establish volunteer programs, set up tutorial programs, present awards for academic and athletic achievement, motivate students, attend functions and provide role models. Let me give some examples of these types of private sector/public sector partnerships in education that are already underway:

1. Xerox has made a grant of 1,000 personal computers to school systems in major metropolitan areas. The $5 million grant will be administered by the National Urban League.

2. In such cities as Dallas, Los Angeles and Memphis, the private sector, in partnership with the public sector and community organizations, has initiated "Adopt-A-School" programs wherein representatives from these groups have entered into agreements to provide specific services and assistance to a single school or group of schools. Services to be provided range from volunteers to donations of equipment and/or cash.

Lest one get the impression that all of the action and focus in building partnerships has been in urban settings, let me cite an example that involves a rural community. Those of you who reside in this great State of Iowa, I am sure, are aware of this development for it involves a rural community here in Iowa, Forest City. I had the privilege last October of representing Secretary Bell at ceremonies in Forest City conducted to inaugurate a Model Rural Community Education Program that is the result of an alliance between the private sector and the Forest City educational system. The unprecedented one million dollar high-technology program is designed to build computer literacy and computer-based education into the mainstream of Forest City community life. The program will establish model education centers that will serve as learning laboratories providing a variety of courses ranging from Basic skills to computer literacy. I know that those of you here who reside in this great state must be filled with a special sense of pride that this historic development is happening in your State. I know that I am proud that developments like this are beginning to occur not only in Forest City, Iowa, but also in other "Forest City's" throughout our nation. Our task is to see to it that it happens at a rate and extent great enough to assure that by the turn of this century, rural America will no longer lag behind its urban counterpart in the areas of education and economic well-being.

Let me turn your attention, if I may, to what we in the Department of Education are doing to further the interests of rural education. Section 206 of the Department of Education Organization Act, the legislation that created the Department of Education, directed the Secretary of Education working through the Assistant Secretary for Vocational and Adult Education to "provide a unified approach to rural education and rural family education through coordination of programs within the Department and to work with the Federal Interagency Committee of Education (FICE) to coordinate related activities and programs of other Federal departments and agencies." Without using the term what the Congress did in including this language in the Act was to direct the Department of Education to develop <u>new partnerships in rural education</u>, first within the Department of Education and secondly between it and other sectors of the federal establishment to further

the aim of rural education and to promote equity for and excellence in rural education. The mechanism that I recommended to the Secretary and one that he subsequently approved was the creation of a Department of Education Intra-Agency Committee on Rural Education and a Rural Education Subcommittee of the Federal Interagency on Education (FICE). The Intra-Agency Committee is actually a new partnership established within the Department itself involving all 14 principal offices. The FICE subcommittee is a partnership in rural education involving the departments of education, agriculture, interior and labor.

The most notable result of the establishment of this new partnership in rural education within the department has been the development and issuance of the department's national rural education policy statement. That statement was prepared for the Secretary's signature by the Committee. Another less well-known accomplishment of the Committee has been the preparation of annual comprehensive reports to the Secretary on the Department's rural education activities. Two such reports have been prepared since the Committee's creation. We have also reviewed education legislation, regulations and procurement activities of the Department to insure equity for rural education and to see if the regulatory burden imposed by them on small and rural education institutions could not be reduced. We are establishing linkages and partnerships with major organizations in rural education, such as, People United for Rural Education and the Rural Education Association. We are in the process of implementing a strategy designed to insure that the policy statement does not become just words on paper. We are providing the leadership in the Department's planning of a national rural education conference scheduled for this coming June. Responding to the leadership initiative of the President in declaring this a year of partnerships in education, we have established as the theme of the Conference, "Building Partnerships for Quality Education in Rural America." Planning the conference itself has involved the establishment of new partnerships in rural education among individuals representing rural educators from local school districts, the Congress, State education agencies, the Departments of Education and Agriculture, colleges and universities, the National School Boards Association, People United for Rural Education, the Rural Education Association, and others.

A major objective of the conference will be to develop strategies to encourage the formulation of partnerships in a national effort to improve the quality of rural education. We will invite the States to send teams of representatives to the Conference who are committed to return to their respective states to work in partnership and to build additional rural partnerships. I hope that many of you here today will attend the Conference as members of those teams or as general participants. The Conference will be the culminating event in the President's National Year of Partnerships in Education.

I would like to close my presentation today by briefly reviewing with you the commitment the Department of Education has made to Rural Education through the issuance of the policy statement.

To the extent to which funds are available, the Department of Education will 1) assist educators and administrators on all levels to develop outreach and volunteer programs with the active support and interaction of parents, teachers, civic groups and the business community; 2) expand the data base on the condition of education in rural areas, and provide the necessary technologies to disseminate information relevant to curriculum organization, personnel, and support services needed for educational institutions serving rural communities; 3) focus its monitoring efforts on reducing complexity of criteria for funding, reducing complexity of application and reporting procedures and forms, and reducing unrealistic requirements; 4) assist in identifying and developing special programs available for handicapped individuals located in rural areas; consolidate the results of available research on shortages and additional needs for analysis by the Secretary's Rural Education Committee; 5) include rural institutions in demonstration and pilot projects and involve cross sections of rural communities in educational technology planning; 6) provide consultative and technical assistance to rural educational entities; 7) assist rural education in improving the achievement of black students, American Indian students, children of migrant workers and other minorities; and 10) assist individuals

and families living in rural areas with family education programs and services through vocational home economics.

When we submitted the policy statement to the Secretary for his approval, we also submitted a plan for implementing the policy. Meetings of our Rural Education Committee will include a report by each member on the progress his respective office is making in carrying out its part of the plan. The first in the scheduled series of these reports was made at our December meeting of the Committee. In September, we will submit a summary report to the Secretary on the progress that we make in implementing the policy during this fiscal year.

Our efforts to improve the data base on the condition of rural education will not involve increasing the paperwork burden; but, hopefully, can be accomplished through better utilization of the data that you are already providing to us. Improvement in the quantity and quality of information generated on rural America was also identified, as a necessary first step in efforts to improve the delivery of service to rural communities, in the Administration's Rural Development Policy Statement that was produced by an advisory group to the Department of Agriculture. It was my privilege to serve on that advisory group. We must develop solutions to unique rural problems that are based on good intelligence on what will work in a rural environment.

It has been a pleasure to be here with you today. I am enthusiastic about what we have been able to accomplish together. I look forward to furthering the interests of rural America as we continue to build partnerships for improving the quality of rural education. Thank you.

GREETINGS FROM THE NATIONAL RURAL EDUCATION ASSOCIATION

SPEAKER: DR. JAMES D. JESS

1983-84 President

It is a pleasure for me as the current REA President to extend to you warm greetings from the National Rural Education Association. The REA which is headquartered at Colorado State University in Fort Collins celebrated its 75th Anniversary as an Association at its annual conference in Manhattan, Kansas last October. Several of your Board Members were in attendance at that conference including President Claudia Jones and Board Members Jane Zelinsky, Joyce Losure, and Kay Banwart. I appreciated their support as I was installed as President for the 1983-84 year.

Like PURE, the primary goal of the national Rural Education Association is to further the improvement of educational opportunities for all children in rural areas. To accomplish this goal, the Association actively (1) promotes state and regional delivery systems which bring about efficient and effective education for children in rural areas; (2) serves as the national advocate and representative for rural education; (3) provides coordination, at the national level, for rural education programs and activities; (4) brokers assistance of appropriate agencies and individuals to meet the needs of small schools; (5) encourages colleges

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and universities to develop materials and resources specifically for rural schools and to train school personnel to work more effectively in small schools; (6) encourages the collection and dissemination of promising practices, statistical data, and other appropriate information relating to rural education as well as the sharing of services and resources among educational organizations and agencies; (7) provides leadership for rural education related conferences and workshops; (8) provides a forum for all those involved in public education in areas--including teachers, administrators, board members, and members of the rural community at large whereby they may come together professionally and exchange ideas; and, (9) stresses the need for public and private agencies to develop educational materials and technology appropriate to children in rural areas.

The Rural Education Association has had three past presidents from the State of Iowa: Dr. Bill Dreier at the University of Northern Iowa; Dave Gilliland formerly with the Iowa State Department of Education; and Dr. Cal Bones, former Administrator of AEA 13 Education Agency. Dr. Dwight Bode, Administrator of the Grant Wood Area Education Agency was recently elected to the REA Board of Directors. We appreciate the close working relationship that we have developed with People United for Rural Education. Through my work in the REA, I have had the opportunity to observe the activities of various rural education organizations throughout the United States. None, in my opinion, are any more hard working or politically effective in their states than is the PURE organization in Iowa. Not only is your work appreciated by rural Iowans, but the PURE model of "lay and professional cooperation for the cause of rural education and small schools" is an ongoing inspiration to other states and the PURE name is well respected in Washington D.C. as an organization that gets things done.

At the 1983 REA Delegate Assembly the following position statements were adopted in response to Recommendations by the National Commission on Excellence in Education. I would like to share them with you because I think they are very appropriate to rural Iowans as well as rural folks in other states:

CURRICULUM AND GRADUATION REQUIREMENTS--REA encourages rural schools to review their high school graduation requirements and course offerings with the aim of strengthening the requirements and curriculum in English, mathematics, science, social studies, computer science and foreign language.

CURRICULUM AND DISCIPLINE--REA encourages rural schools to formulate and enact policies that call for more rigorous and measurable standards and higher expectations for academic performance and student conduct.

TIME ON TASK--REA encourages rural schools to examine the length of their current school day and year, as well as the use of the time therein, to ensure that there is sufficient time for thorough grounding of students in the various subjects taught. If a rural school concludes that the length or use of available instructional time is insufficient, the school is encouraged to explore practical ways to add more instructional time.

PUBLIC RELATIONS---REA encourages rural schools to design and implement local community plans aimed at acquiring broad support for public school education improvement that will provide a learning society and a commitment to provide the financial resources to attain that goal.

TEACHER AND ADMINISTRATOR COMPENSATION--REA encourages higher salaries for rural teachers and administrators as well as the development of strategies for rewarding outstanding teachers and administrators in rural America.

NATIONAL STUDIES IN EDUCATION--REA is cognizant of the many national studies relating to public education and encourages local school districts to study and analyze these reports with the goal of improving the quality of education in public schools throughout rural America.

NATIONAL COMMITMENT TO EXCELLENCE IN EDUCATION IN RURAL AMERICA--REA recognizes that quality education should be a high national priority. Therefore, REA recommends that the Federal government make a greater commitment of funds for public educational programs in rural America.

STATES' COMMITMENT TO EXCELLENCE IN EDUCATION IN RURAL SCHOOLS -- REA recognizes that quality education should be a high priority of each state in our nation. Therefore, REA recommends that

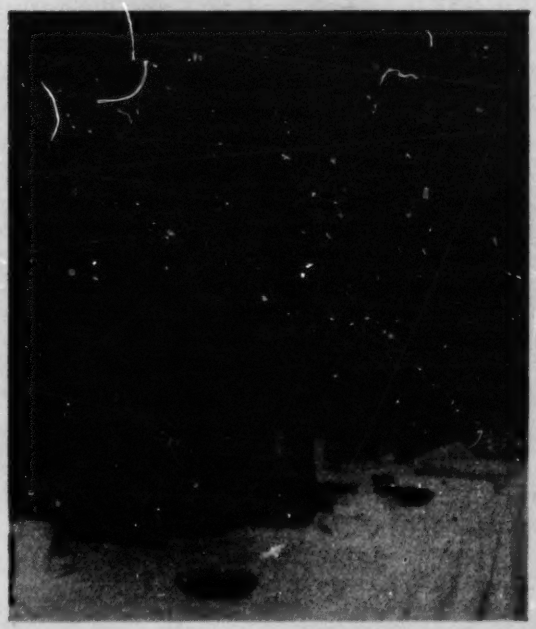
each state government make a greater commitment to providing funds for public educational programs in its rural school districts.

INVOLVEMENT OF BUSINESS AND INDUSTRY--REA encourages business leaders, labor leaders, and members of the professions to become more active in taking specific steps to help improve rural schools. They can help marshall the resources needed to pay for quality education. They can communicate the skills that are needed in the workplace--and thus help educators define the standards that rural schools should meet. They can share their expertise in planning, budgeting and management and they can encourage their employees to take a more active role in helping improve rural schools, REA encourages business leaders across the nation to work actively to establish partnerships between businesses and rural schools in developing cooperative ventures that will lead to improved quality rural education, recognition of outstanding rural educators, and greater understanding and appreciation for excellent schools throughout rural America.

In closing, I would like to invite you to look over the Rural Education Association display in the exhibit area and pick up any of the materials available for handout. I would also like to invite school districts to consider an Institutional Membership in the Association. Through an institutional membership, the school would be allowed three individuals to become members in the Association. CAL's Institutional membership is set up so as to include the president of the school board, the president of the teachers' association, and one of the principals. As a member of REA you would be encouraged to attend the next conference to be held in Olympia, Washington, October 6-9, 1984. In 1985, PURE will co-sponsor the rural education conference with REA when it will be held in Cedar Rapids, Iowa in October. If you are interested in any additional information about the Rural Education Association, feel free to contact me at CAL Community School, Latimer, Iowa 50452.

SECOND GENERAL SESSION

SPEAKER: DR. ANNE CAMPBELL



EXCELLENCE IN RURAL EDUCATION

It is interesting that in 1958, following the launching of Sputnik, many of us had access to a book, The Pursuit of Excellence: Education and the Future of America, by John Gardner, who served as Secretary of Health, Education and Welfare. Some of the book's passages parallel our rediscovery of the need for "excellence" 26 years later. "Excellence," he said, "could not be pursued by schools alone, nor attained by narrow academic prescriptions. Excellent performance is a blend of talent and motive." Excellence and high performance in all aspects of societal, personal and political behavior may have to a startling degree been lost in the last decade or more as Americans set an agenda of "me-ism," among other items. We may have compromised our commitment of high expectations and disciplined effort needed to attain the basic purposes of education given the multitude of often conflicting demands placed on our educational institutions particularly our public schools. Certainly, there has been less digression from commitment to quality in the rural areas of this part of the country though some measures would indicate a laxity.

As I have talked about A NATION AT RISK, I've heard many comments and read in the PURE's Newsletter the Report Card that

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reminds me of something Dr. Samuel Johnson said many years ago, "Your manuscript is both good and original, the part that is good is not original and the part that is original is not good."

According to the critics, and they are both inside and outside the education family, many of whom have advocated so-called panaceas for cures to the ills in the schools, schools have been failures--I take exception to the charge while acknowledging that as knowledge of the teaching/learning process increases, improvements can be made. In so many ways, schools are victims of their successes. What schools have been asked to do, they have done, even when given neither the transition time nor the resources to fully carry out the mandates. Someone wrote, "Except for the Flood in Noah's time, nothing was ever as bad as reported!" The demands did exact an educational cost as well as a financial one.

This Nation's position in a highly technical and information-saturated world may once have been reasonably secure with only a few exceptionally educated and trained men and women. It is no longer.

The reports, and there are many of them, do have commonalities, the important thing is 1) not to waste our time comparing the reports, and 2) remember we are or should be focusing attention on the future of this nation, the boys and girls in our schools.

Why the title, A NATION AT RISK in big bold letters and in small letters "The Imperative for Educational Reform" -- how many do you suppose would have read it had it been entitled, "A Report on the Status of Education in the U.S."? Right, few. We are a nation of headline readers and consumers of 2½ minute maximum news broadcasts. We read what catches our attention and listen to what we want to hear. The Report is short, 31 pages, and rather general, "An Open Letter to the American People." It is a consensus of 18 persons appointed by Ted Bell. I know at least three persons who were born and educated in rural areas...Robert Haderlein, Francisco Sanchez, Jr. and Anne Campbell.

Five recommendations form the substance of the report:

1) CONTENT is described two ways, in terms of requirements and complements to these requirements and of broad goals within the content of the courses.

Consequently, 4 years of English, 3 years of Social Studies, 3 years of mathematics, 3 years of science, and a half year of Computer Science. For the college bound, two years of foreign language is strongly recommended.

You and I know that not every student can take the advanced courses in science and math, but more should than are. If one is going out into the world of work or on to a postsecondary institution and their last course in either math or science was at the sophomore level, how much do you believe they have retained?

Yes, it was reported that schools should provide programs "requiring rigorous efforts that advance students' personal educational and occupational goals," such as vocational education, the arts and humanities, and health and physical education which we left out.

One of my major concerns is that each area in all of the programs I've listed too often spend more time protecting turf than working together not only to recognize connections between them but also to identify knowledge, skills and reinforcements in them. How many times do English, Social Studies, Science teachers, for instance, or Vocational Agriculture, Distributive Education and Industrial Education teachers talk to each other about what is being taught. Why not vocational and academic teachers talking together--writing, reading, spelling, speaking, computing are commonalities, although vocabularies differ to some degree.

2) STANDARDS AND EXPECTATIONS. We do need to adopt more rigorous and measurable standards and higher expectations for academic performance and student conduct.

Grades should accurately reflect achievement. There is a place for standardized testing, but as Jon Baker said, "Unfortunately, the purpose for the test is being misused by the public." The report just released by Secretary Bell on "State Education Statistics--School Performance Outcomes, Resource Inputs and Population Characteristics, 1972 and 1982," to me misuses the information through questionable interpretation--even though Iowa and Nebraska looked pretty good on performance. Public schools are

not doing badly, and more money has helped, i.e. Title I, now Chapter I, has accomplished a great deal. But there are many factors which determine performance level, not the least of which shows socio-economic status being crucial.

Textbooks have been watered down, and the textbook adoption states include or exclude what we need in Iowa and Nebraska.

3) TIME. John Goodlad pointed out in his research that instructional time in courses varies tremendously. The Commission's Report said that more time should be devoted to the New Basics, and let me quote, "This will require more effective use of the existing school day, a longer school day, or a lengthened school year.

What is it that a community school wants its young people to know, what are the goals, is the curriculum designed to meet those goals, how much time will it take, is a 175-day school year with teachers and pupils in attendance long enough? Is a five-hour day sufficient with a lunch period, passing time, pull-outs, and activities? These should be considerations as boards of education, administrators, teachers and parents discuss a 7-hour day, or 200-220-day school year.

Homework, study and work skills are extremely important. My surmise is, however, that they pose as much a problem in rural areas as in areas where there are more options. Nonetheless, they cannot be ignored.

4. TEACHING. There are seven statements which address teacher standards, salaries, contract length, career ladders, use of non-school personnel, and involvement of master teachers in teacher preparation programs.

Yes, we would like to have teachers who are the "best and brightest", but not all 4.0 students are the "best and brightest" teachers. There are many factors that are to be considered in those who should teach. Among the factors are patience, tolerance, understanding and empathy. Perhaps, on a par with knowledge of content is the ability to help students learn how to learn.

Salaries, there is no question that salaries are too low. Unfortunately or fortunately, the American work ethic is the view that year-round employment constitutes an occupation, teaching is viewed as a part-time job with 180 or 190-day contracts. Most teachers must find one or two other jobs to make a living.

So, length of contract is an issue addressed in the report. It suggests an 11-month contract. Not all teachers, by choice, want that long a contract, but are good teachers--for instance, some may wish to take a job in another enterprise for renewal or for a broadened perspective. But until we offer beginning and the second or third-year teacher a remuneration worthy of the responsibility and complexity of the teaching act, we will not recruit nor retain the "best and brightest" teachers.

Length of contract can increase compensation, and it can also allow teachers with expertise in content to have time to do curriculum development in a manner that is planned to meet the goals of a given school and school system, and which allows time for a teacher to know the expectations as well as to have ownership of the knowledge and skills to meet those expectations. And, there are children at the elementary and secondary levels who need extra time and extra help that will make the school year classroom less stressful in the continuum of capability and motivation within the group of students.

Career ladders can be brought about if all those to be affected in the process are involved in the process. Teachers know who the better teachers are, and they go to them for assistance. If asked why a certain one was chosen, or why they choose certain teachers for their own children, the response generally includes three characteristics: 1) the teacher likes the students; 2) the teacher keeps up in the field or fields (reads, attends meetings in which the latest findings are presented) being taught; and 3) the teacher is willing to spend the time necessary to help an individual student.

Non-school personnel can be used if they have appropriate training before going into the classroom. Many states have made it possible for persons with training or experience in the trades to become certified to teach in the schools. Engineers, mathematicians, and scientists could help out, too, but there are techniques of teaching students, not content, that are necessary to be successful in

the teaching/learning process.

Master teachers certainly should be involved in planning teacher preparation and in-service programs.

5. LEADERSHIP AND FISCAL SUPPORT. Educators have been silent or timid about informing the community about what teaching is, its complexity and the importance of cooperative efforts in community-school relationships. Leadership in school matters is a shared responsibility--the board, the administrators, the teachers, and the community all have an obligation to focus on the future, the children and youth of the community. By working together, there is the potential to affirm every community's and state's belief that education is the foundation for our prosperity, our security and yes, our civility, the value it adds to the quality of life.

Fiscal support will continue to require a commitment by all levels of government, but the local and state officials including school board members, governors and legislators with the encouragement of parents and citizens will determine the reforms that are necessary and the investment it will take to accomplish them.

Knowledge, learning, information and skilled intelligence are the new raw materials of international commerce, and learning is the indispensable investment for the Nation's future.

We have succeeded before, and so we shall again.

ROY MESSEROLE, DR. ANNE CAMPBELL

GROUP I

WHAT'S EXPECTED OF HIGH SCHOOL GRADUATES AND HAVE THESE EXPECTATIONS CHANGED

Panel Discussion

Jennifer Hatho, Dir. of Admissions, Drake Univ., Des Moines; Vern Hawkins, Asst. Dir. of Freshman Admissions, ISU, Ames; Jon Cox, Assoc. Dir. of Admissions; and Kathy Bassett, Coordinator of High School and College Relations, SUI, Iowa City; Denny Hendrickson, Dir. of Admissions, UNI, Cedar Falls

The reason for this topic is that we find that rural schools are constantly striving to improve the quality of their educational programs, while the students are being equipped to meet the challenges of life after they graduate from high school.

Many of our graduates will go on to various colleges and universities throughout the United States and Iowa. They will need academic knowledge and skills to compete with other students from other schools.

In order to help our rural students to meet the challenges, our school boards, educators, parents, patrons, and even students, must become aware and informed about the basic trends in education, and what our colleges and our universities will expect of students who are graduating.

JENNIFER HATHO: Over the last ten to fifteen years, some of the entrance expectations have changed. Colleges and universities have tended to relax some of their requirements, especially for foreign language. We began to see students wishing to take a variety of course offerings at the secondary level, but colleges are once again taking a hard look at their curriculum and going back to general education requirements, in some cases even so far as to giving competency exams in English and math, even computer science and literacy. We are interested in having students as well prepared as possible.

Some students are well prepared to write research papers; others have difficulty. This may be from the courses they chose to take. In math and science, par-

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ticularly, since Iowa is supporting these subjects by providing money that enables students to plug into some scholarship and grant dollars, more courses are needed in high school. We are seeing on our campus that in many cases students have taken only two years of math, or two years of science, and it is not clear if that's because students do not have the opportunity to take another math or science course, or if they simply have chosen not to do so. And so, what happens, we are having to supplement some of these students, at the college level, and at further expense to the student, when the student would have been better served to have taken the courses at the secondary level.

We have not yet in the admissions office made recommendations or requirements about what students should have, other than sixteen academic units. We are giving some thought to recommending what those sixteen courses might be; four years of English, two to three years of solid math or science, depending on the major field of interest of the student; foreign language recommended but not required for certain programs; social sciences, three years recommended.

Business is a very popular field. Students see that as a way to make money and be successful in their jobs. We do have high placement there, but students who have had only algebra 1 and geometry, even if they have had A's and B's, are going to struggle. They have been out of math for 1 or 2 years and coming into our program, they are going to have to pick up at least three to six more hours of math before they can get into some of the courses we know they are eager to get into. We have some concern about how we can get that word out, and how we work with students and with the schools to make sure that the students know early on what they should be taking.

There is a publication that came out in 1983 from the college boards from their equality project called "Academic Preparation for College." It is available for a small fee. Basically, it takes the student at the age of finishing the 8th grade and suggests what is a good program for students to take in high school. It is a well done publication and extremely helpful to students and parents, teachers and counselors.

In many rural areas, we find many students do not consider college. When students are not sure they want to go on to higher education, we urge them to take core courses anyway because a high tech society will only get more complicated and more complex. All students need to write well, and read well, and be able to balance a checkbook, for instance. It's not only preparation for college, it is preparation for life that we are interested in at the secondary level in terms of academic preparation.

At Drake, we have not had general education requirements the past few years but we have a dynamic new academic Vice President and it is my guess that soon we will have in place some general ed requirements. That will affect the students coming to our institution on the secondary level because they will need to have a good broad base in the natural sciences, social sciences and humanities, and math, in order to be able to comfortably come in and take the courses that fulfill a general education requirement.

We are very interested in doing what we can to work into the students as early as possible, to look at their courses. We know that in the rural schools there are some limitations because of budgeting and staff. We know that many students do have access to some courses they are choosing not to take -- not because you don't offer them. If there is anything we can do to be helpful in talking with parent groups or student groups early on, all of us because we are out there in the field anyway, calling on your schools all the time, would be happy to meet with families simply to talk about academic preparation, not just to talk about our institutions. It is important because the people who are not interested in higher education also need a core background to participate effectively in our Iowa communities.

VERN HAWKINS: Right now ISU will admit or offer admission to any student in the upper half of their class. The first criteria we look at is the previous academic performance as indicated by class rank. Students with good communications skills can overcome other problems. Without good communication skills, there is very little students can do regardless of the program they want to go into. Students with good reading and writing

skills can usually expect to be successful in most of the programs here at Iowa State. Arithmetic comes in with high-tech areas like business, computer science, and engineering. Students going into these areas will need strong foundations in math.

How well do rural students do going into major universities? #1 -- they are very well prepared. That is where we get most of our students. If it weren't for the rural students, our enrollment at Iowa State would be way down. The other thing that studies show is that rural students do as well as, if not better than, urban students.

We do have suggested recommendations for entrance at Iowa State. For this fall, we are initiating a graduation requirement at the college level of either 1 year of foreign language in college or three years of a high school foreign language.

Have expectations changed? Not really -- but we have a concern of over-enrollment in some high-tech areas such as engineering, business, computer science. It will be harder for the marginal student to get into those classes. This will have impact on our admissions decisions. In some areas where the classes are smaller and more counselors are available, marginal students may have a better chance for admission. The real question revolves around how we will handle students in the marginal range. We will give them best consideration if they are close to the upper half rather than the bottom. Then we will look at their course history and grades.

JON COX: The University of Iowa has similar requirements to those of ISU, so our incoming freshmen are predominantly from the upper ½ of their graduating classes. A few years ago I made a study of what courses they had taken. We require that they be in the upper half of the class, not what they take. So I was interested in what they really took and how it agreed with our recommendations. In 1980 we recommended:

	% who actually took these amounts in high school
Language Arts-4 yrs.	56%
Math----------3 yrs.	79%
Science-----2-4 yrs.	75%
Foreign Language--2-4 yrs.	67%

KATHY BASSETT: The university does have changing expectations. The College of Liberal Arts is now planning to require 3 years of solid math in high school for entrance and then further for college graduation, a course in quantitative and formal reasoning which means Calculus I or introductory statistics, so there will be a math placement exam for in-coming students.

Students in the College of Liberal Arts will be placed in the required rhetoric courses depending on their ACT English and social studies scores. This is a freshman course in speech and writing and students cannot take advanced courses until this one is completed.

The school of Journalism also looks at ACT scores and high school grades, while high school math courses and grades are important for engineering, computer science, and nursing admittance.

DENNY HENDRICKSON: This year for the first time UNI sent a publication to all guidance counselors called, "Expectations, A guide to help students to prepare for study at UNI." We tell students not only what they should take but include samples of work they should be able to do comfortably. Our basic admission policy is similar to that of ISU and the State University of Iowa. We, too, admit students from the top ½ of the class. The lower the rank, the higher the ACT scores have to be. For several years it seemed students were not too well prepared. We now have a new policy beginning this summer. The admission standard regarding the high school rank and ACT score has not changed but to enter UNI without restrictions on subject matter, you must have a minimum of 3 years of English including composition with a grade of C or above and a minimum of 3 years of math including one year of algebra with a grade of C or above. These requirements can be gained by taking non-credit courses at the college but that will cost the student extra fees. These requirements are being put into place because of the poorly developed writing and math skills which appear to be basic to college success.

SMALL GROUP I

SMALL GROUP I

JERRY AND JEANNE PLAGGE

GROUP II
GIFTED AND TALENTED IN SMALL SCHOOLS -- WHAT AND HOW

SPEAKER: CATHERINE BURKLAND

Grant Wood AEA

The majority of schools that I work with are small rural school districts and part of today's program is to share with you some of the kinds of things that are actually going on in these small school districts in the region that surrounds Cedar Rapids. Iowa is doing some incredibly good things for gifted education and the funding available in Iowa for gifted is such that if people should choose to go through the state funding process, there are considerable dollars available through additional allowable growth in the school district's budget. There are alternative directions to go in order to provide a program for bright students.

What do we mean by "gifted"? For me, the definition of gifted is a student who is operating at higher levels most of the time, taking in a lot of information, doing a lot of processing of that information, and having a need for educational experiences that are different from the educational experiences of other students within a classroom setting.

I do not personally advocate a lot of acceleration of bright students, moving them up from one grade level to another. What I do like to see is provision made within a school system for bright students. A fully integrated program is one that has a classroom teacher who is able to differentiate curriculum, providing experience within the classroom each day, all day, that are appropriate for all students.

When a school district calls to get started with a gifted program, I suggest:

..that a committee be formed to look at district needs
..consider what the teachers think
..do the needs assessment.

Most school districts plan to provide educational experiences commensurate with the needs of all students. A student who is having trouble will take in some pieces of information, occasionally do

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some processing, and have some insights that are beyond expectations. An average student takes in more bits of information, processes that information, and from time to time, has insights and thoughts a little beyond expectations for that age level. A gifted student is one that takes in incredible amounts of information, processes that information with lots of insight and "ah-ha" kinds of experiences. That student needs curriculum experiences that are different from what the others are having, that is, a differentiated curriculum. An example to use, if you're looking at teaching about the state of Iowa is, with one student ask for low leveled knowledge feedback to you, such as, "What are the crops in Iowa?" The student may be able to say back to you, "Corn and soybeans." You ask a bright student a similar question but expand it by saying, "Looking at the possibility of a drought for the next three years in Iowa, or over time in the future, what sorts of crops could you predict as being appropriate?" Differentiated curriculum takes a look, if we use Bloom's taxonomy, at the knowledge level, knowing things and the entire level of thinking for your bright student.

Gordon Kellenburger from the Amana Community will explain their mentorship program.

The Amanas are very rich in their heritage and culture. It's an important part of the make-up of the lifestyle our community offers. For many years, we've had artists and craftsmen working in the community as members of the society and today, as professional artists in our studios. The Amanas are a unique place. They have a unique climate and a unique environment which is very conducive to creative work and individual arts. So in order to maintain and to encourage and preserve some of our heritage, and also to think in terms of the youth in our future, we decided that this is a way that we can continue our heritage and culture and stimulate students in the arts. We felt that we do have resources in the area that made a type of renaissance education, a one-on-one situation mentorship approach, a really good direction for us. We feel good about it because schools are not the only way of educating people. There are lots of good community resources and we want to take advantage of the opportunities in our community and its environs.

We strive for three objectives: for students to develop skills to a higher degree; to be involved with possible careers; and to help them make post-secondary decisions in consultation with their teachers.

The Iowa Valley School District in the Marengo area has a basic resource model for gifted education which was developed by Jerry Housman, Principal. Jerry took a look at existing staff people and used a certified teacher who was employed as librarian to do the programming. The program is 2½ years old and is funded under the state plan. This year it had a budget of about $10,000, most of which was used for the teacher's salary. They call it the EEA Program. Educational Enrichment Activities is for the first through sixth grades with the primary goal to stimulate and challenge students into the development of higher level thinking skills, creativity, and decision making. One of the major projects in the fall is creating a school newspaper. Many skills are required: writing, proofreading, editing, and interviews. The key is on interaction skills. The students were pleased with the final product.

The great books program was initiated in the second semester. It is a program of interpretive reading, questioning, and discussing, through the sharing of inquiring methods. The students develop a habit of reading critically, interpreting what they read, and then support this with tests. This program is carried on with grades two through six.

Jack Hutchison, elementary principal and curriculum director for Lincoln Community School District, developed a curriculum framework in 1976-77. It helps teachers create good educational experiences within board-approved guidelines. Within the framework are standard items and statements K-10 with slight modifications in grades 11 and 12. Each course or class has a five page entry in the master curriculum framework publication binders.

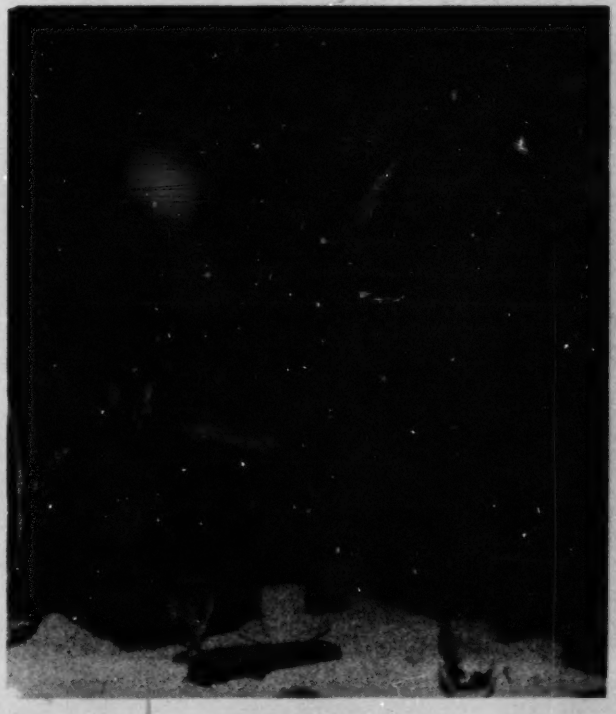
Each teacher has a portion of the master binder which pertains to his or her subject. Page one is devoted to sequence. Page two is devoted to course description followed by results of instructions. Page three has course objectives. Page four has course emphasis and page five has in-

structional strategy. It is on page five where we break instructional strategy into three thrusts. Gifted within a given subject, general studies within a given subject, and general studies modified within a given subject. We provide the appropriately complex activities to challenge gifted students at their current functioning level. Curriculum frameworks, by and for each grade, are 99% teacher authored. That helps in facilitating the delivery of curriculum. Each teacher works in his or her area of expertise and develops projects for highly able students. This year we will be initiating a continuous update procedure via the curriculum roundtables, whereby teachers will continue a prominent role in course development via educational objectives and anticipated results in various programming. Teachers own, after orderly deliberations with other teachers, their piece of the action. That helps them identify students for participation in the gifted program.

The Center Point Consortium Program consists of a number of districts located around Center Point. This program was developed by Dr. Bill Moore and includes five school districts which pooled their efforts to come up with a program that is shared and a teacher that is shared and yet remains unique for each of the districts. Jim Steffen, Superintendent of Lisbon Community School, described the project:

We have pooled our efforts to make a program that is low cost and the paperwork is simple. We had real cooperation before we started. We wanted a program that would meet our needs that we could afford. The teacher is a traveling teacher. She spends a day in each district. The most outstanding aspect in any program is to find a good teacher! Our teacher is committed to the program and we are committed to her. The program is easy to administer as each district is in charge of the program in its district. We meet together on a quarterly basis and share our concerns, our problems, our accomplishments, and communicate this between all the districts. We are all pleased. That is something that must take place. There must be good communication.

Dr. Moore says about this project that "We're taking kids and teaching them how to think and improve their thinking skills....the things the kids were trying to get down into were so meaningful in their minds, rather than just taking knowledge and making an extension of the knowledge that they possess...anything is possible in this day and age in our rural school districts. The sky's the limit, and I would encourage anyone who is interested in programming and developing a program for gifted students in small rural districts to use their creative imaginations in whatever ways they like, to brainstorm and come up with a program for their needs and one in which they feel they can invest time and effort and resources."



SUPT. AL HUISMAN, GROUP II MODERATOR

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GROUP III

AN EXEMPLARY HIGH SCHOOL PROGRAM

SPEAKER: DR. MAX MORRISON

Department of Public Instruction

To understand the future, we must have some understanding of the past, so here are some of the ways Iowa has tried to encourage good schools and teachers in the past. In the period between 1910 and 1920, there were a lot of rural schools. Legislation was passed in an effort to standardize these schools. A plaque was presented to schools which could meet the criteria set up to qualify as a "Standard School". Some of the requirements were that the building must be suitable and well maintained, the school must be equipped with textbooks and supplies, it must meet the requirements of the DPI, school must be held for eight months per year, the teacher must be the holder of a First Class County Certificate and the school must maintain an average attendance of at least ten students.

In 1928, the designation of "Superior School" was instituted. A plaque was given to the school whose teacher was above average, whose building and equipment were superior, which had enthusiastic community support and whose students were doing above average work. By 1914, teachers taking high school Normal Training courses were required to answer essay questions about teaching duties, aims, lesson planning, teaching pupils how to study and organizing and running a one-room school. An evaluation system developed by Columbia University was tried in 1972. The DPI sent teams of two people into 2000 classrooms in central Iowa using a form containing 51 items which were supposed to be indicators of quality to evaluate what was happening in the classrooms. The idea of recognition for doing a good job has some merit. The problem lies with the criteria sometimes used. Perhaps some of these methods from the past could be updated for use today.

The exemplary program we are discussing today is a Microwave Television project which was started in 1980 in the communities of Winfield, Morning Sun, Wapello and Wakefield. The project was scheduled to start in September of 1980, but technical problems delayed it until October. Each building has a large dish antenna on the roof which provides two-way TV between the schools. The classes offered were two sections of Spanish, Advanced Math, Creative Writing and Vocational Agriculture. The teachers were self-selected. They operated the equipment with some occasional help from students. The students were given a list of expectations for classroom behavior and then they were on the honor system. Behavior was not a problem.

The more experienced teachers had less difficulty using the system than others. Someone who related well to the students works best. The personality of the teacher shows up. A less able teacher looks worse on TV. The teachers involved held an in-service in the spring after using the system for several months. One teacher would develop a lesson and present it to the others who would respond with ideas to help improve and use the TV system better. One thing the teachers had to learn was not to leave any of the classrooms out when discussions were held. They found that one of the advantages of the system was that they could enlarge things which they were demonstrating which would have been hard for a large group to see in the regular classroom.

They tried to simulate the regular classroom as much as possible. To personalize the system the teachers visited the various schools and had joint class meetings of all the students either after school or in the evening. The school secretary delivered any papers needed in the receiving classrooms. Papers were trans-

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ported to the teacher via the special education buses. For good interaction small groups work best. If there are fifteen or less per room, all the students can get on camera. There are as many TV receivers in the originating classroom as there are classes in the other schools so that the teacher can see all the students. The receiving schools see only the teacher because the camera is focused on the teacher. It is probably best to assign an adult to supervise the receiving classroom.

To be cost effective, it should involve at least three schools. The original cost of installation was $50,000 per school. One school was able to get block grant money to help finance a second grade Spanish class. All possible problems of the system should be considered as well as the good points so that they will be easier to handle if they do come up. Facsimile machines or electronic mail could be used to handle the paper delivery problem. Most of the problems they had were in getting the system to work properly at first. One of the schools did not get as good transmission as they would have liked. In some cases, cable TV might work better.

They had one TV channel, but more could have been added. The system could be used for community education as well as classroom instruction during the regular school day. It could be used for teacher inservice programs also. One of the classes offered was a second grade Spanish class. A consideration in that case would be: should there be follow-up classes as these students progress on up through the grades. There could be some legal problems to consider, although none have occurred so far in this program.

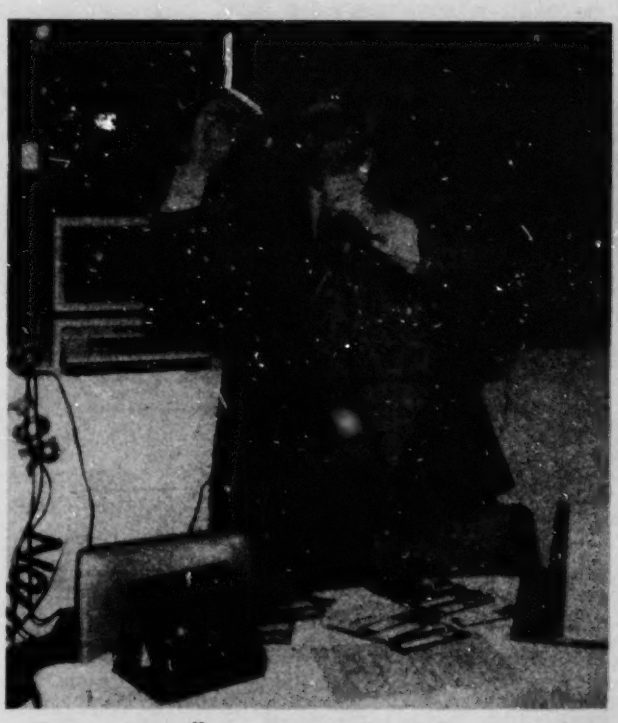
As a cooperative venture, the four schools' superintendents, principals and teachers learned to work together on planning schedules and notifying one another when cancelling school. After the technical problems were solved, the system ran smoothly. It seems to be a cost effective way of teaching in some situations.

GROUP IV

COMPUTER PROGRAM

SPEAKER: BILL ASHBY

AEA V Arrowhead



I am not a "computer person" by basic training. I'm an educator who happens to know how to use computers, and who gets very excited about how they can be used educationally. My job is to help people use the computer in education. In 1975 the AEA -- Area Education Agency -- came into being, and one of their mandates for the Educational Services Division was to provide some computer assistance instruction and to help with computer services. In AEA 5, they started a sharing network, especially for career education. A program called CISI, Career Information System of Iowa, is still available in the schools. We had it on computer and it is in the network in AEA 5 so that the high schools having terminals have access to it. It is much more efficient to do it on a computer.

In 1979 I came to the AEA to work with the computer assistant instruction. At that point we really didn't have a preference as to what microcomputer to use. We really didn't know which micro was going to be important. We, along with the other 14 AEAs got together, found out that Minnesota had made a commitment. They had

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done an evaluation and come to the conclusion that the Apple Microcomputer was the best for educational use. They then decided to generate materials for the Apple Micro, even though it wasn't the cheapest. They had 90 programs available that they would sell to us. That was 89 more than anyone else had, so that was where the decision was made. A lot of other people bought into the Minnesota Consortium, and because other people started getting their software, they could then generate more software. So because there was more software for the Apples, more schools bought Apples.

For the Apple Micros, we now offer 160 disks. A disk may have anywhere from five to 15 programs on it. This averages about nine or ten programs per disk, so we have well over a thousand programs available to our schools now for the Apple.

Our price in Area 5 to the schools is the cost of the blank disks. If they have a blank disk and send it to us, we copy the program on their disk and they don't pay anything. We buy the disks in quantity and we are able to sell it to them for two dollars.

Here's one of the original disks and its book. It is a program called Summer, or Samaria. I'm the ruler of a country, and I have to decide how much grain to grow, how much to feed the people, and whether or not to buy or sell some land, how to buy and sell land with bushels of grain. The object is to try to expand your holdings and have more acres per person, and also not to kill off too many people.

Of course, if you use the grain to buy land, you can't feed the people and some of them will starve. However, if you starve too many, the others throw you out of office.

It's a neat program and it gets into some of the concepts. When teachers want to use that program, they go to the documentation book. It tells them what it was written for, what reading level it takes to use the program, a description of what goes on, the objectives of the program, some background information, some suggested ways it could be used and then there are some sample pages to hand out. Here's a worksheet to hand out to the students when they use the program. If it is a really advanced group, there is a worksheet on Samaria with enrichment information. We can talk about the government and the economy. We can even get into the numbering system if we want to expand. We have full copyrights to these materials. These books are put together rather poorly, it appears. But the idea is to put the pages into notebooks, remove the pages you want to use and photocopy as many copies as you need. We want the books to come apart. We want to encourage teachers to use the sheets they need. This is why these materials have been useful and why we've had such good success with our schools in using them, and why they have become a usable tool.

By 1985, 75% of all the jobs are going to require using a microcomputer. Teaching is one of those jobs. So is being a checkout person. Did you ever go into a Target Store? Did you watch the cash register? They don't punch in prices. They punch in the code number of the item. Every item has a number. Why? That cash register is a computer terminal. The computer knows the prices. They can instantly change prices when something's on sale. At night, when the store is closed, the computer will tell the computer at the main warehouse everything that was sold today, total up all the items they sold. That computer will check it against the list of things they need. A list comes out for everything that will be needed at the branch the next day. A truck will be loaded from the warehouse and delivered in time for business. Nine stores are being run out of one warehouse because the system is computerized.

When a drugstore was ripped off in Ankeny a few years ago, within two hours it was known exactly what drugs had been stolen. The robber had gone into the pharmacy, throwing bottles of drugs from the shelves into a sack, and then left. All they did then was to walk into the pharmacy, go to the computer and say, "Give us an inventory." It gave an inventory of everything that should have been on the shelves at 6:00 when they closed the doors. All they had to do was to check what was missing and they came up with an exact list. Two weeks later when the bottles were dug up in the girlfriend's back yard, they knew exactly who'd done it. They had conclusive evidence because they had a computer listing the prescriptions and supplies in the pharmacy.

So computers are going to be vital to

our society. We need to teach kids about computers. We don't need to teach every kid to be a programmer. By the time the 5th graders get out of school, programming might not be the best job in the world because every day the new computers need less and less programming. The kids need to be comfortable using them, and they need to be aware of the computer's limitations.

As a learning tool, the computer is really a teaching tool. Too many people have decided the computer is magic. I don't know how many times people come up and want to see something tumble out of the computer. It isn't a magic device and it won't magically make learners out of every student. It has to be properly used as a teaching tool. It can be a tool for learning a lot of different things, and that is why schools have jumped on using them.

The teacher is the key to how the students use the computer. That is why having these materials to supplement instruction and to suggest ways to use it help them because most teachers don't have the time to do the preparation. They have to learn to use the computers themselves. There are different ways we can use the computer for education. First thing I always tell people is that it doesn't teach everything. You can't just turn people loose with a computer and they're going to learn. The teacher has to decide how to use it and it is not going to teach everything that is going to be taught. There are some specific kinds of learning that the computer is really a good tool for. One of those is drill and practice. I can take 20 kindergarten students, set them down here and talk to them about using the computer and have them using it in about 20 minutes. They've seen it on TV so they are used to it. They think it is something to use. They are not afraid to use it.

There are some commercial programs that are too much of a game and not enough learning, but some of them are really good. To get me fast on my math facts, I've got to get a right answer before a guy comes in and hits me! If I'm working on keyboard skills, it puts letters around my spaceship. So you get the kind of interest that the video games have and use it for learning. We are not trying to teach all the kids to be computer whizzes. We are trying to teach them to be comfortable with it.

GROUP V

TEACHING STUDENTS LEARNING STYLES ON BRAIN RESEARCH

SPEAKERS: DR. IVAN MUSE and BRUCE BARKER

DR. BRUCE BARKER

There is a lot of interest in how we learn and why we learn. Because of our children, we as parents and teachers want to do a better job helping them learn.

Have some of you read about left-right brain hemisphere in children? Good. One of the concerns that we have is that this is the "in" thing and a lot of people are jumping on the band wagon. A lot of workshops are being held and the first thing I ask is "Who is holding your workshop?! If you are not working in the area, if you are not careful, it is like anything else. We can dump all of our problems on "left brain and right brain this or that." That doesn't answer everything and we dont know the answer to everything.

The teacher's characteristic is the most important thing in interacting with the students. Unless we can change how that teacher interacts with students, by the teacher's understanding themselves, understanding what viewpoints they are teaching from and understanding what different viewpoints the students are learning from,

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then we are not going to have a lot of good education taking place.

It is popular in education to talk of right and left brain thinking right now. Indeed, there are certain activities that occur to the left brain and there are certain activities or functions that originate in the right brain. There are many, many things that we do not know, nor does anyone else know about the brain and how it functions. There are some things we do know, and they are rather fun to talk about.

As parents and educators, maybe we can learn some things that we can apply in the classroom or in our homes. If not apply, at least be sensitive to, and learn something more about them so that we can be sensitive to our own children...to the children that we influence in school. That is our purpose as we talk to you today about left brain-right brain thinking.

Medical doctors have known for over a hundred years that if you had some damage to the left cerebral hemisphere of the brain, your language or linguistic skills would be affected. Likewise doctors have known that if your right hemisphere is damaged, you lose your ability to spatially "see things", to visualize, to imagine or to fantasize. They knew there was a relationship, but didn't know exactly what it was. With more research, we know much more than we did then. We know that there are two different sides of the brain that really, truly function together. We know from an early age that if one side is in some way damaged, the other side may compensate for it and pick up some of the functions that were over here. Later on, as with a stroke, we realize this cannot happen as it "sets in concrete" so to say. From damage in much younger children, there can be some compensation. The brain contains some 10 to 15 billion different neurons or the ability to process and the ability to think things through. It is a small unit to do all that it does. It produces its own pain killers and it can generate about 12 watts of electricity. If you think about that, probably some students only generate about 5 or 10 watts. There may be some negative generation! When I taught in the classroom, I sometimes thought that.

The cortex of the brain or the outer, exterior of the brain is about one-fourth inch thick. Most of the thinking occurs around the cortex. The other portion of the brain is the support system to that exterior, thinking, functioning, doing, activity of the brain.

In terms from left and right---these things are pretty clear, and we feel we understand quite well in terms of how they function. The left side is for order, for logical thinking, for thinking of time, for reading skills, for writing skills, for verbal explanation, for reasoning and for planning and organizing. That's part of the left-brain oriented type thinking. Please don't misunderstand me. I'm not saying a person is fully left brain or fully right brain oriented. The brain has different functions on each side.

On the right-brained side, we think of imagery, creative thinking, of art type skills; drawing, writing, fantasizing, the fine arts; dance, singing, would really originate more on the right side of the brain than on the left. Intuition and those type things would come on the right hand side of thinking.

We talk about auto-intellectual operation that the brain would perform--the evaluation and thought processes. If you are thinking of cognition or talking cognition, just thinking about it, itself, that really is, from what we understand now, a right and left activity. So we've got them joined together here. We talked about memory or recall, only; that is really a left-right function. When it comes to convergent thinking though; when you are starting to verbalize, to write, to sequence, to organize, to plan--then that becomes a dominant left hemisphere activity. The same way when you start talking of divergent thinking; when all these things scatter off. When you are looking at things "polestically"; when you are looking at the whole picture and trying to visualize in your mind some sort of thing or activity--that is a right brain function much more so. It is creative thinking, it is imagery, it is fantasizing, and it is intuition. If you or I can look at Ivan (and he is a familiar face on campus) and process that image, my left brain might say: College of Education-Professor, Brigham Young University---there since 1975--has written 17 articles on left-right brain thinking. That is very logical, sequential organization. My right side might think of the college of education building, and I might see it with trees around it and all the pretty grass. I might see myself walking down the corri-

dor towards his office where he is sitting at his desk. You can see the difference. Instantaneously your mind is reacting to that stimuli feeding information in to you. Both sides have their special functions. That logical, organized one side sees all this kind of programmed type stuff and the other side sees everything kind of off in the fantasy world on the other side. So there are two separate hemispheres. Another function of the brain in terms of intellectual activities is involved with evaluation, in which both sides function together.

The brain under stress really cannot function very well. When you see people in a stressful situation that is not a clear, good situation for them to be thinking and trying to make decisions.

We do know that the brain is affected by diet. A good diet will influence the brain very positively, and help it develop and help it function properly. I won't tell you all the things you need to eat. One thing we do need is lethicin, which is contained in a lot of seafood.

Children with learning disabilities are, generally speaking, quite often, right-brained children. Much of what we do in education is left-brained oriented thinking. Our teachers come out of our teacher's colleges usually programmed on the left side. We use instructional materials that are left brained oriented. Learning strategies that are left-brain oriented are used. If your child doesn't know how to read, think of the handicap all through school. I know as a parent, we are sensitive about our children being able to read well. If they don't, they fight the system all the way. It is a real handicap. We know the suicide rate among children from 10 to 13 years has increased almost 200 percent in the last ten years. The brain's slowest growth is right around the 10 to 13 age group. Many times at the elementary level, we talk about the higher border skills of problem solving, and their brains haven't matured to the point where they can really handle that, and they become frustrated. If we are not sensitive to them and treat them right, they will become desperate.

We know then, that most school-age kids, as a consequence, do not like to think at the higher order style, which involves a lot of right-brained thinking. We need to allow time for kids to do right-brain thinking. Many kids, too many kids, in our schools are bored with school and don't like it. Too often the reason is because they are right-brained dominant kids. They are being taught by left-brain oriented teachers who have been trained that way, using left-brain oriented materials and who are being evaluated using left-brain oriented evaluation criteria. We have four children in our home--two who are in school right now. We have one child, a third grader, who is very conscientious and very studious; reads well and plays the piano. Our first grader, who is learning to read, is having trouble with this and is frustrated. She is much more oriented this way than the other one is, so we must be really sensitive about this and must give her some good, positive feelings and experiences in school. Otherwise, she will have negative experiences to start out at the first grade. We ask how she feels about school and she says it is boring. But if we give her an opportunity to draw or create something, she loves it and does very well. We need to be sensitive about that kind of thing.

We need to remember that we have two hemispheres, left and right, that each do certain things; and, as long as they work together and as long as they are interconnected and things are going back and forth, it really doesn't make much difference. The important thing to remember, and this is the key--it really doesn't matter, the fact that they are different. The thing that is important is that for many people, we tend to be dominant in one over the other. This is the thing that gets us into trouble at school. We have preference, and kids have preferences to what to learn with the left or with the right. What happens when you put a person into a situation where they don't prefer any of the things required? Frustration! We have learned that you can frustrate the brain enough to turn it off. In fact, we can do it quickly and it is called stress. Stress brains turn off.

The brain cuts out and says, "No Way". Sometimes the brain will try and stay because it is forced to stay. And the more you don't know, the more anxious and the less you do know. You end up hating that subject and you really get to the point where you are ready to drop out. Well, we put kids in that type of situation all the time.

Do you know what we do in school? Timed

test--you have to complete this in so many seconds...why? Why do we do that? I can't think of a situation that I have been in for a long time in which I have to do it in either 10 seconds or I'm dead! Yet, we tell kids that. Why? Some kids are slower. Some kids think differently than others and it takes them more time. Yet, we put them under a timed situation. Or, how about this? "You are on your own..You either pass this test by yourself or... First of all, you are able to encode what I have written on the test so that you can understand it (which most of us can't); and you must know all the material by yourself". You can't ask anyone. What job are you in that you can't ask someone to help? Do you sit at a desk and do it all by yourself or you fail it? And yet, so often in teaching and education, that is what we do. "Pass the test by yourself--you can't ask anyone"...Why not say, "Can you get the information?" Some kids are pretty smart at getting the information.

In the past, as an administrator, I have been responsible for eliminating many incompetent teachers. I did not release teachers who did not academically have the stuff. I released teachers who could not plan..they couldn't communicate to the kids. They were not organized. I released teachers who did not love kids and didn't care about them..And yet, the only thing we are concerned about is can people pass academic tests only. There is much more to it. We want teachers who know how to instruct kids so that they can manipulate and handle the material that they will be facing. That becomes the important thing.

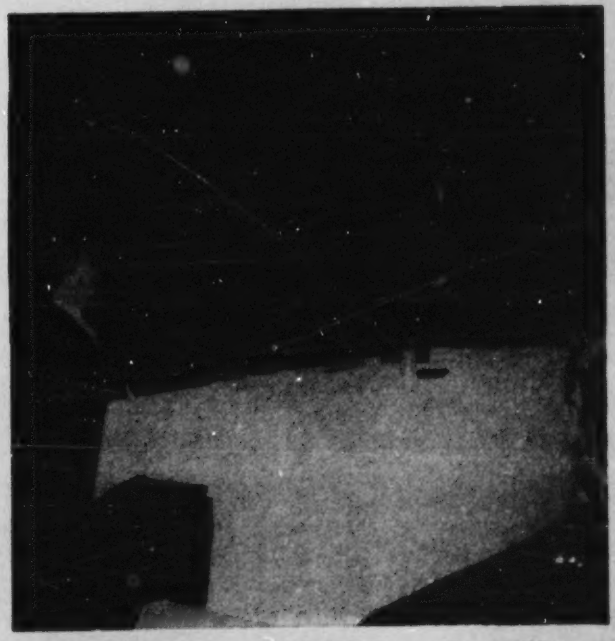
As we look at the brain, and we look at the fact that some people are dominant in one or the other, that means that when you put them in a situation when they are trying to learn, they are going to one hemisphere or the other to try to get the information. Most of us here have been able to make any adjustments that we might have if we are left or right. We have learned the system. We work within the system. Some kids have difficulty working within the system because they get knocked down too much. Each time the system tries to tell them to do something--"I can't handle it this way, I want some other way". That creates some difficulty.

What happens when students, who were not retarded, who could learn, won't learn? They become discipline problems and have truancy problems. We sent these students to a "continuation" school. Now they are successful, and they like school.

Students are discouraged by the testing methods, almost impossible assignments and the grading system. Almost everything is based on left hemisphere type of learning. Left hemisphere type activities are rewarded and right hemisphere activities are penalized. Not that the left aren't good, but the rewards for the activities aren't equally rewarded.

We need to encourage those other things that get people to start thinking and massaging the academic material. That is important. But there are ways that we can learn it, that the right-brain kid can learn how to appreciate it. Even the left-brained kid can learn how to use the right hemisphere and enjoy it and appreciate it.

We want teachers to realize that everyone learns differently. When I was a teacher, I was told that to keep good discipline in the classroom, I should vary instruction. Research has now shown that it is also important to vary instruction so that you hit the students' learning modes. We must learn that there are many different ways to teach.



HUGO & JOAN RAMMELSBERG, DR. MUSE

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GROUP IV

IOWA'S MOST RURAL HIGH SCHOOLS...THEIR PAST, PRESENT, AND FUTURE

SPEAKER: DR. WILLIAM DREIER

The U.S. Office of Education's definition of rural is the population located outside of the urbanized areas in the open country in communities of less than 2500 population or in areas with less than 1000 people per square mile. My definition of "most rural" high schools is those which are located out in the open farm country, outside an incorporated town or village.

What we will look at specifically are the schools in Iowa located outside a town or village in an unincorporated area. I have tried to identify all such districts in Iowa and to make some comparisons of these with other schools of their size.

In 1940, there were 790 high school districts located in towns of less than 2500 population, the largest number of these in towns of less than 500. Plus these, there were 61 most rural districts located in the open country, some consolidated, some part of a rural township, some part of a rural independent district. Of the total number of districts, 92 percent were located in rural areas. Two-thirds of these districts were located in the open country.

What we want to do today is to look at this group of high schools, see where they are, what their size is, and what kind of educational progress they are making. According to the 1979 census, 332 of the 445 public high school districts were located in rural areas or almost 75 percent. These rural districts included about one-third of Iowa's K-12 enrollment. Districts which had towns of 2500 up to 50,000 comprised another third of the student population and the most metropolitan areas and their immediate suburbs contained the other third. So when PURE or any other organization talks about Rural Education and uses the definition which has been given us, we are talking about a very substantial constituency of the school population.

I have located 21 districts so far in which the high school is located outside of a town or in an unincorporated area. Two of these schools, Amana and Green Mountain, are located in very small unincorporated towns. The other schools are: Adair-Casey, CAL, Cardinal, Central Lee, Harmony, Louisa-Muscatine, Nishna Valley, North Linn, North Winneshiek, Sentral, Southeast Warren, Starmont, Tri-Center, Turkey Valley, Twin Cedars, United, Valley of Elgin, Wapsi Valley, and West Lyon. The size of these districts varies from 32 square miles (Amana) to 248 square miles (West Lyon). Their average size is 144 square miles or about the size of four townships. These units represent districts whose enrollments range from 209 to 1207 students with an average enrollment of 639. They are scattered among the AEA's with the exception of AEA's 5, 12 and 14. If anyone has knowledge of others that belong in this group, please let me know.

All of the districts have towns within their boundaries, but the high school building is located outside of any city limits. Their average enrollments have decreased from a high of 880 in 1969 to 639 in 1977. Within this limited definition what are the advantages and disadvantages of these schools, how many are there and are there any indications that we should encourage or discourage this type of high school?

After the schools were identified, I wanted to make some sort of comparison. I used as an indicator of some measure of their ability to function the ITBS scores of grades 9-12 while realizing that only one form of measurement is very limiting.

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For my source of information I used the Des Moines Register issue which included a list of Iowa schools, their enrollments and their average ITBS scores. As a random sample, I took every twentieth school on the list starting with the seventeenth, dropping down one more line if the school listed had an enrollment of more than 1200. Twenty-two schools were used for the random sample. They were scattered geographically throughout the state with the exception of AEA's 1, 6, 12 and 14. Their enrollments had declined from a high of 650 to the present enrollment of 446. Their geographic areas and enrollments were somewhat smaller than the most rural group.

For comparisons, I looked at how many of the ITBS scores were above the 60th percentile of Iowa scores. I found that the two groups were doing about the same at the ninth grade level; 45 percent of the most rural students and 45.4 percent of the sample tested about the 60th percentile. After ninth grade there was more disparity between the two groups with the random sample testing about 10 percent higher than the most rural group. However, we must look at who was taking the test. Not all schools give the test to every student each year. In the ninth grade, 95 percent of the most rural schools gave the test and 100 percent of the sample schools. In tenth grade, 71 percent of the most rural gave the test and 68 percent of the sample; in eleventh, 90 percent of the most rural and 86 percent of the sample; in twelfth, 90 percent of the most rural and only 58 percent of the sample schools. But even so, is there something different happening in the open country schools than in the sample schools? Should they continue to be available? What is expected to happen to them in the next forty years? Will there be more or fewer of them?

Two-thirds of the schools in Iowa in 1940 were most rural. By 1983, only 4.8 percent could be considered most rural under my definition. In 1968, there were 44 districts with under 300 students enrolled. Today, there are 70 districts with under 300; twenty-three have between 250 and 300 and thirteen have less than 200. Of these seventy districts, one-third represent a consolidation of two or more schools. The other two-thirds are high schools with a strong heritage of being in that single community and having a historic and sociological tie to the community. Most were formerly town independent schools. As long as anyone can remember these communities have had a high school. It is very important to them to maintain this heritage. How can they maintain that integrity as a community and at the same time not jeopardize the education of the boys and girls who live there?

We often get the idea from reorganization suggestions that the districts which should combine are those rural districts which are closest together, but if we really look at which ones are actually the closest, many of them are located in the metropolitan areas.

In the future, as we look at what's going to happen, I think that overall the number of school districts will continue to decrease by about two per year, the open country schools will continue to survive, and more metropolitan areas will build schools in the open country. The advantages would be that there might be land more suitable and available on which to build, it could be placed in a central location, there would be less distractions than in the city, the students would have to stay within the school area because of its distance from town and it could avoid conflict between communities when more than one group is involved. Some of the disadvantages might be no police or fire protection nearby, more opportunity for vandalism, all students must be transported, and the remoteness from everything.

CLAUDIA JONES, JON BAKER, DR. WORTHINGTON

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7th ANNUAL BANQUET

GREETINGS FROM THE HONORABLE ROBERT T. ANDERSON

Lt. Governor, State of Iowa

Thank you for inviting me to be with you this evening. Last year you had the Republican Governor and this year the Democratic Lt. Governor. Education in Iowa is NOT a partisan issue. It is something we all have to be focusing on.

I want to thank you for the efforts that you have made on the behalf of education, particularly rural education, in Iowa. Much has been said recently about the quality of education in this country as witnessed by the report A Nation At Risk, compiled by the President's Blue Ribbon Committee. It really brought to public attention some of the things which those of us who have been involved in education have recognized for some time -- that we at the local level, educators, people involved in education, were not reaching our full potential in terms of providing quality of education in this country.

Rural education has been important to me in my lifetime. I received a Master's Degree from the University of Iowa, but on the way I spent most of my time in rural school districts in Iowa. From Marshall County, my first two years were in a two-room schoolhouse. I graduated finally from LDF of LeGrand High School. There were 27 students in my graduating class. That happened after three consolidations. LDF is LeGrand, Dunbar and Ferguson. We finally got up to a position in 1963 where there were 27 in the graduating class, so I think I understand a little bit about rural education. In those high school years, I graduated with two years of German, classes in psychology, chemistry, physics, trigonometry, analytical geometry, vocational agriculture and the core courses. Folks don't need to tell me that there necessarily is a loss of opportunity in small school districts. Now we don't want to be too complacent about that. We can't take it for granted, either. But there is opportunity--there is creativity--and there is challenge that can exist within small school districts.

I come from a background where the most important people in my life as models growing up were educators. I think there is something fundamentally significant about the personal relationship between educators and students that really helps focus and mold education. That is something very, very special. It is something that I think has a greater opportunity to be spawned and to survive in the smaller school districts. It can exist anywhere. But certainly, that one-to-one relationship that personal relationship, that modeling relationship that can exist between students and teachers really has the greatest opportunity to survive in the smaller school districts. We can balance that off with many other things that we would recognize can be shortcomings, that we would recognize are challenges that all of us must face.

I come to you with that kind of personal experience as a student and also as one who was a teacher for 10 years. My first teaching experience was in Bennett, Iowa. I have a journalism degree, but I began my teaching career at Jr Hi and High School level for a semester in Bennett where I taught 7th grade social studies, 7th grade language arts and high school speech and journalism. Many of you know the kind of experiences I am talking about. Tremendous opportunities! It is fundamentally important for us to recognize the challenge that is before us today. It is important for us to take the challenge that has been presented in terms some would call a crisis in educa-

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tion and focus on our strengths, focus on our opportunity to do better. I think to do that requires at the local community level dialogue and involvement. We need to get together with people in the community, with parents, with business folks, with the educational system and sit down and focus on those strengths and focus on those weaknesses and, as we do that, we need to involve the students as well in discussing the potential that is there.

I am convinced that many of the problems that we face today need to be challenged first from a local perspective. As we focus not only on education but on other issues that are at crisis today, the first kind of challenge and the best kind of opportunity is how we can deal with those problems, first of all in our own personal lives, and also at the local level. Because it is with those people closest to us that we have the greatest opportunity to affect and change and create new possibilities for the future. So it is with that challenge that I greet you and wish you well with this conference. Thank you.

BANQUET

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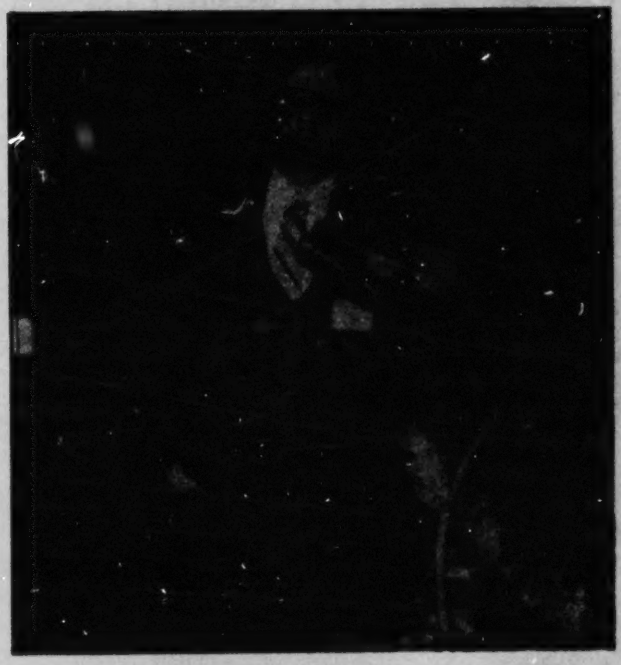
EQUALITY...LIBERTIES... RIGHTS...DIFFICULTIES... AND STARS

BANQUET ADDRESS

SPEAKER: DR. ROGER A. BASKERVILLE



The title of this evening's message is "EQUALITY...LIBERTIES....RIGHTS....DIFFICULTIES.... and "STARS". There's nothing difficult to understand about this title; nothing 'read into it'; no hidden meaning. I have simply chosen key words from the mottoes of the states which I have spent portions of my life studying in and in which I have practiced the profession of education. Nebraska's motto is "Equality Before the Law"; Iowa's is "Our Liberties We Prize and Our Rights We Will Maintain"; and Kansas' motto is "Ad Astra per Aspera" - (Latin for "To the Stars Through Difficulties).

Now, undeniably, Nebraska, Iowa and Kansas are rural states. Des Moines and Omaha are, by no stretch of the imagination 'urban', and even though Kansas harbors portions of Kansas City, the total population of the state is less than Iowa's. If I find no objection to my presumption of these Midwestern states being agrarian in nature, then let's examine these key words previously cited. 'Equality', as a practice, not as a word calling for simple definition, has been 'tossed around'

educational circles for several years now. Ever since Serrano v. Priest and Rodriguez v. San Antonio, education has been in a state of flux. Equality has been turned into a catch-phrase to signify everything wrong with rural education and, hence, rural communities. 'Equality' has become a one-sided issue. We've tried to get 'rid' of rural schools through consolidation (in the name of Equality); we've tried to make everyone spend the same amount of dollars for education (in the name of Equality); we've tried to promote 'opportunity' for rural students based on urban models and programs in the name of Equality); and rural people (in the name of 'lack of Equality') have been conditioned into believing that their schools, their communities, their children and even their very lifestyles lack equality. Equality compared to whatever, however remains the central question. What are our schools supposed to be equal to: why must an inherent lifestyle, uniquely agrarian, be termed 'unequal in nature?' And, why must these varying degrees of 'inequality' be termed necessarily harmful? Is rural education being pulled up to a level of 'equality', or down to a level of equality? Where are the studies which will give us an answer? 'Equality' is not a one-sided issue. It's not even a two-sided issue. It's a multi-faceted issue and rural people should be warned not to jump so quickly from a 'frying pan' into the 'fire'. Remember that misery does, indeed, love company. What is equal for the goose may not even cut it for the gander. I have never observed a workable 'equality' in a free state. As a matter of fact, I have never observed total equality in a 'non-free' state. You'll never convince me that the 'politburo' is equal to the 'proletariat'.

'Liberties' and 'Rights' are simpler terms to understand. Liberties and Rights can very easily be surrendered when a free and 'unequal' people become fat, lazy, sleek, and apathetic of mind. Organizations such as PURE and Schools for Quality Education in Kansas fought hard to retain the people's liberties and rights. That's easily documented and even more easily substantiated. The one problem here is that people, and in this case rural people, must give a 'damn' about maintaining their liberties and rights or someone else will maintain these privileges for them. And I will be the first to agree that this is not easy. It's difficult. But as the Kansas motto states, "Ad Astra per Aspera"; To the Stars through Difficulties. And, once again as I view the situation, rural people can achieve those 'stars' if they so desire; if they want to work at it. They can achieve the autonomy of their schools but the road will not be easy. And I guess that's where the 'meat' portion of my address applies this evening. I would be amiss if I didn't leave you with something to 'chew on'. I guess that's just the educator in me.

If 'liberties' and 'rights' are to be maintained by rural people, if 'equality' is to surpass its present one-dimensional definition, and if 'stars' are ever to be reached by overcoming the 'difficulties' rural people have had to endure, the following must occur. You can take these mandatums for what they're worth. They're merely my opinion and conjecture, and I shall 'own-up' to their source of origination.

1) If rural schools desire 'rights' and 'liberties', if agrarians want the 'equality' intangible in their corner, if rural people want to deal from 'strength' rather than 'weakness', they must first decide as to whether or not the fight, the battle, the war, will be worth the time and effort. Wishy-washy, here today, gone tomorrow rural supporters will never cut it. Additionally, it's not fair to your schools' administrators (and/or administrator) to let him or her flow with the tide and blow with the wind. Some people may be very good at riding fences and missing the splinters and slivers of eventual commitment. I would suggest, therefore, that commitment to the cause of your community's rural school be much more than a 'nod' of the head, or a "I guess that's what most of them want' cop-out. Get it in writing. Poll the community. Ask hard and fast questions. What price do we pay? How far do we go? Where do we draw the line? Should we draw a line? What do you expect of your school's leadership? What should be the philosophy of the district's administrators (or administrator)? Ask hard and fast questions; questions which are designed to elicit a response - a truthful answer. Have a portion of the poll devoted to an 'open-ended' format. Make certain that the questionnaire is honest, and that all responses will remain anonymous. Demand

that those who fill out the questionnaire also be honest with their responses. If the respondent is sincerely embarrassed about belonging to a small, rural school, request that he or she say the same without 'mixing' words. If belonging to the county seat's country club is more of a 'blast' than sweating to retain the rights and liberties inherent within a small K-12 school, have the respondent say so. Design the questions so that an honest answer must be provided. Hey, folks, give your schools' leadership a break. Don't say, "Yeah, we'll support you," and then when the poor guy or gal sticks his or her head on the line, when an administrator says "charge" and the command comes back in the form of a resounding echo caused only by his own voice (and not as the unified voice of loyal sons and daughters) then that's not fair. Either commit yourself totally, or forget it. If you're not totally convinced about the 'justice' of your cause, say so. This will allow your district's administration to know where people stand, and he or she can feel free to make other plans to further their professional career rather than seeking an 'alternative' future as a plumber's helper. Fair enough? O.K. Then get it in writing.

2) After the results of the poll have been assimilated, studied and summarized, announce the results to the community through the local media. Make certain that everyone involved knows the outcome. That way there is no question in anyone's mind as to how the poll came out, and the resultant direction the community's school is expected to take.

3) Following publication of the results, the local board of education should sit down with their school's administration and simply 'lay it on the line' as to the type of administrator you expect him or her to be. Provide direction; give guidance. Inform him or her how much support they will be given by the board (and evidently the community if the poll's results are affirmative for support of your local school system.)

4) The board of education should explain the community's 'power structure' to the administration. Every community has one, or two, or three sources of power that should never, ever be messed with. If it's a local church, say so; if it's a banker, say so; if it's a lodge, say so; if it's a large land owner, say so; if it's a council person, say so; if it's a board member, say so; if it's a businessperson, say so; if it's any combination of the above, say so. Don't allow your administration to draw conclusions all by themselves and thereby eventually force your administrator to seek employment elsewhere.

5) This mandatum, and those following, shall pertain to the administrators in the audience. The voice of experience is often-times wisdom personified, so take heed and listen well. Never put all your eggs in one basket. It is possible to support a cause without becoming married to that cause and proclaiming, for all to hear, 'til death do us part'. Look around you tonight at your colleagues who have survived this battle. Learn from them. There is a time and a place for 'profound indignation' to be expressed. Choose your battles well; choose your words well; choose your causes well. Live to fight another day.

6) Administrators, be consistent in your personal lifestyle. Don't put on a new face; don't change horses in the middle of the stream. If you feel a change coming on in your life, and if you must tell someone, tell a new community and a new school system.

7) And finally, administrators, get one thing straight with your board: Ask them "How do you want me to act?" Are they looking for an aggressive leader (yet one who doesn't 'embarrass the community' or 'rock the boat')? Or do they merely want a 'talker'? One who communicates a good game and pays sufficient lip-service for any cause the board believes in? Or do they want a hall-walker; a good listener' an excellent disciplinarian for everyone but their own 'can do no wrong' children? Or do they simply want someone who will look for a new basketball coach every two years? Who really knows.

In short, rural Iowa, what I'm really trying to say is, ... 'wake up'! Support those who support you; who share your causes; your hopes, fears, successes, defeats, and most importantly, your dreams. Loyalty is hard to come by. Reward it. Cherish it, nurture it, let it grow. Don't kick it. It might come back to haunt you.

That about finishes my segment of the evening. Let's briefly review what I've said in this little discourse.

1) Realize that 'Equality' is multi-dimensional. Don't let anyone tell you differently. Through the inherent control of public education by and through urban sources, is rural education being pulled up to a level of 'equality' or down to a level of 'equality'?

2) Rural people must give a 'damn' about maintaining their 'liberties' and 'rights' or someone else will maintain these privileges for them. The 'stars' can be reached however, but all principles concerned must make up their minds to 'do business' or get off the proverbial pot. Decide, one way or the other, whether the fight, the battle, the war will be worth your time and effort. If it isn't worth it, say so. Then get out of the way. Let those who are willing to lay everything on the line for lineage, heritage, tradition and the rural way of life have 'elbow room' in the arena.

3) Rural leaders: Obtain a commitment from your community for rural school survival 'in writing.' Circulate a questionnaire (a poll) among your constituents. Find out the 'cost' your district is willing to pay for the survival of their school.

4) Announce the results of the poll, of the questionnaire, through your local media. Make certain that everyone involved knows the outcome.

5) Following the 'public announcement' of results, local boards of education should 'lay it on the line' with their local administration. Give them direction; give them guidance; state, specifically, the type of administrator you now expect him or her to be.

6) Explain your community's power structure' to your administration, preferably in the first year of employment. Don't wait until they 'hang' themselves.

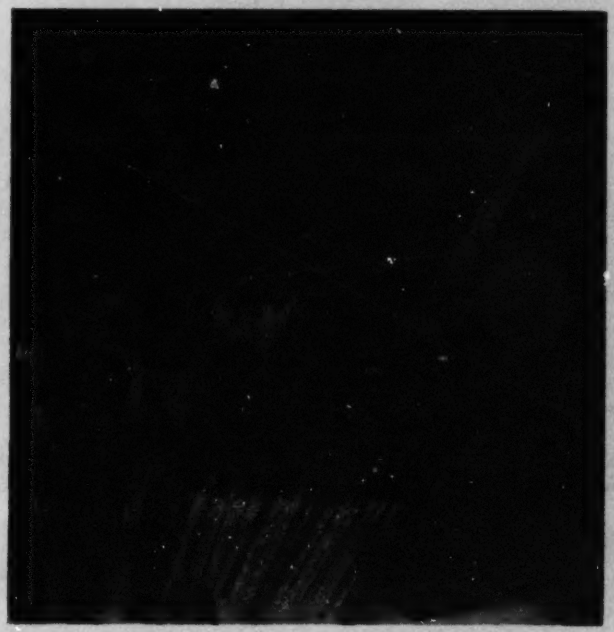
7) Administrators, 'stay cool'. Don't fall in love with your community. Don't put all your 'eggs' in one basket. Loyalty isn't always a two-way street. Board compositions change, and they have a way of forgetting all that has been sacrificed for them, for their school, in the past. Choose your words and battles well. Live to fight another day.

8) Administrators, remain constant in your life patterns. The style you enter with is the same style with which you should exit. Ask your board of education how they want you to act, leadership-wise.

9) And finally, board members and general populace, reward loyalty, and it shall be returned to you many times over.

I will close with a quotation from Theodore Roosevelt; an epigram which has always meant much to me. I quote: "It is not the critic that counts, not the man who points out how the strong man stumbles or where the doer of deeds could have done them better. The credit belongs to the man who is actually in the arena, whose face is marred by dust, and sweat, and blood; who strives valiantly, who errs and comes short again and again because there is no effort without error and shortcomings; but who actually strives to do the deed, who knows the great devotion; who spends himself in a worthy cause, who at the best knows in the end the high achievement of triumph and who at worst, if he fails while daring greatly knows his place shall never be with those timid and cold souls who know neither victory nor defeat."

Thank you. Good night. And may God eternally bless you and yours.



REGISTRATION - JUDY SCHMIDT, ESTY STEIL, JANE BANWART, MARGARET GRIMM

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AWARD PRESENTATIONS

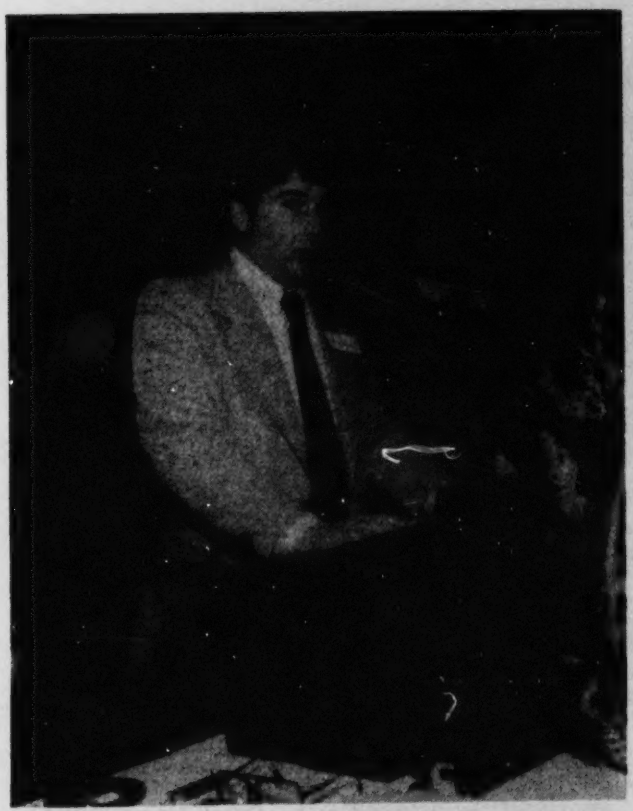
A wide spectrum of people, subjects and groups was covered by the Award Committee this year at our banquet for the Annual Conference. Some were very meaningful and some lightened up the evening.

The highlight of the evening was the awarding of a silver tray to our Past President and friend, Joyce Losure, in honor of the time and effort she has spent for PURE.

President Claudia Jones presented the PURE seal, a small token of appreciation for what has been done by key members of the organization, to the individuals serving on the PURE Board and Advisory Council and to our special volunteers, Jack Adams, who tapes our conference proceedings and Mike Geary, who took pictures of activities.

Two Outstanding Local Chapters were awarded honors this year, one on the State level and one on the Local level. West Bend received the "State" Local Chapter Award and CAL was the recipient of the "Local" Local Chapter Award. These chapters are outstanding, hard working, and two great assets to the P.U.R.E. organization. Larry Costello presented both of these awards.

Kay Banwart, Larry Costello, and Jane Zelinsky were on the award committee this year. Only Kay knew about all the recognition plans, so Larry and Jane were completely surprised to receive "Good Guy" Award Hats, which they will wear with pride. President Claudia Jones also received a "Good Guy" Hat in recognition of the fantastic job she is doing in her new position.



LARRY COSTELLO, PURE TREASURER, INTRODUCING "PEOPLE" WHO WERE NOT SCHEDULED TO SPEAK

CLAUDIA JONES, PURE PRESIDENT, GIVING CERTIFICATES OF APPRECIATION

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LARRY COSTELLO, MERLE WAGNER
OUTSTANDING LOCAL CHAPTER AT THE
LOCAL LEVEL..CAL!

KAY BANWART AWARDING JOYCE LOSURE A
SMALL TOKEN OF APPRECIATION

LARRY COSTELLO, ELI GRIMM, JR.
OUTSTANDING LOCAL CHAPTER AT THE
STATE LEVEL..WEST BEND!

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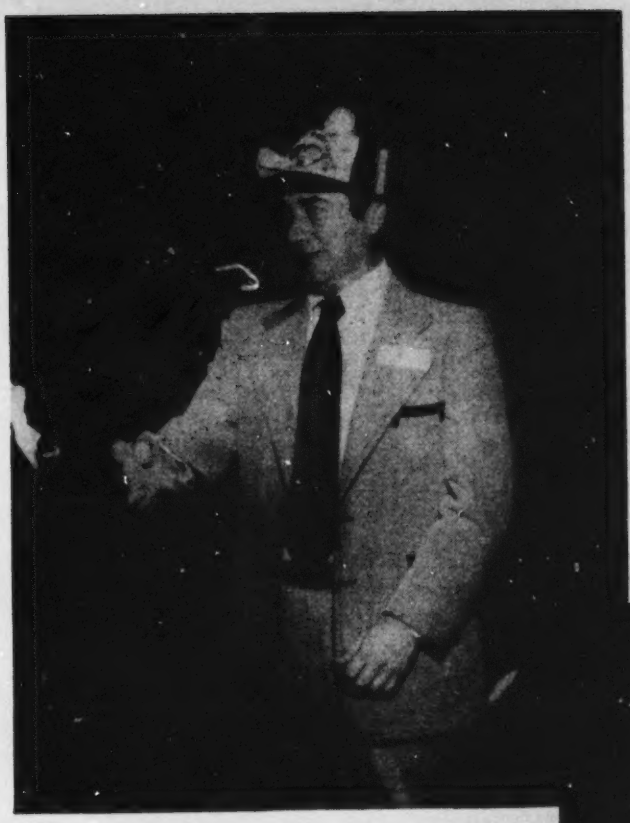

LARRY COSTELLO, THE MAN WHO WEARS "MANY HATS" IN AND OUT OF OUR ORGANIZATION

KAY GIVING JANE THE "KEEP ON TRUCKING" AWARD...ROGER BASKERVILLE, JANE ZELINSKY, KAY BANWART

CLAUDIA JONES - GOOD GUY AWARD

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THIRD GENERAL SESSION

A REPORT OF INNOVATIVE RURAL SCHOOL PROGRAMS IN THE UNITED STATES

SPEAKERS: BRUCE O. BAKER
IVAN D. MUSE

DR. IVAN MUSE

One of the most common criticisms directed toward rural schools is that these schools are unable to provide learning opportunities equal to those available to students attending larger schools. It is true that constraints in human and financial resources often limit the availability of instructional materials and educational programs for students in small rural schools more than those who attend larger metropolitan schools. It is also true that when small schools attempt to mimic larger schools in organizing their curricula, the result is often an array of course offerings with limited scope and overall ineffectiveness. Rural school administrators and teachers do face many challenges which are shared by their counterparts in larger schools. Chief among these is the challenge to provide meaningful learning opportunities for students. Although common to both small and large schools, the magnitude of this challenge is generally greater in small schools than in large ones. The challenge for small school educators, however, is not to "carbon copy" programs and policies of larger schools, rather to optimize those characteristics and strengths which are inherent in small schools. Many outstanding and innovative practices do exist among small/rural schools in this country. Many more could be implemented.

During the past 18 months, the authors have contacted public school superintendents in over 640 rural school districts across 45 different states in an effort to identify exceptional programs and practices in our nation's rural schools. The purpose of this report is to briefly describe a few of the programs reported to researchers.

SCHOOL PROGRAMS. Among those of special interest included Mott School District #6 (316 students) in North Dakota. The district reported cooperative use with six other districts of a Multi-District Vocational Mobile Program which has brought vocational education opportunities to students living in isolated rural settings. Mobile classrooms (travel trailers) moved each semester to a different district and provided high school students the opportunity of studying welding, carpentry, nursing, or institutional food services. The programs were exploratory in nature and were offered only to juniors and seniors. Instructors traveled with trailer units, bringing programs to students rather than extensive busing of students to programs.

Liberty School District in Spangle, Washington reported that curricular offerings for their 180 secondary students had expanded from less than 15 elective courses to over 100 through the use of supervised correspondence study courses. The district allowed high school students to enroll in one or two correspondence courses each semester and financed the tuition costs for them. Students participating in correspondence study attended a "correspondence class" supervised by a member of the high school faculty who monitored students' work, maintained records of students' progress, provided assistance or tutoring when able, and proctored exams sent from bonafide correspondence schools. It was reported that many students developed interests in careers they would not otherwise have studied.

CAL Community School District, a small progressive district in Iowa with only 241 students, reported that volunteer

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help from parents and senior citizens in the community has enabled over 150 adults to participate in adult continuing education classes offered at the district's one school in the evenings. The district also offered a pre-kindergarten class for three and four-year olds, operated by volunteers in the community. Over 90 percent of eligible three and four-year olds have participated in the program. The district also reported the use of Apple II computers for instructional purposes beginning at grade one and continuing through grade 12. In addition, the district has gifted and talented programs for students in grades K through 8. Selected students received individualized attention three hours per week in the language arts, social studies, sciences, and mathematics.

Mount Ayr Community Schools, another district in Iowa (732 students) has developed a "report card" for use by parents to report their perception of teacher/school performance and for any problems they may see in the school. The "report card" asked parents to rate how well teachers listened to their children, provided individualized attention to their children, maintained classroom discipline and provided opportunities for gifted and talented youngsters. Parents were also asked their feelings about the school's lunch program, bus system, curricular offerings, and overall job effectiveness of school administrative personnel.

Spring Valley School District in Wisconsin (784 students) described a vocational education class in dairy cattle management that emphasized practical application of microcomputers to help in record keeping, balancing dairy rations, determining feed rotation, etc. The class was also open to area farmers who wished to utilize the benefits of microcomputers in helping manage their dairy operations.

Rutland School District in South Dakota (150 students) reported the use of a modified block scheduling system which has provided secondary students more study time and permitted teachers more instructional time. For the past two years, the district's high school has operated on a schedule in which the first and last periods of the day are traditional 50-minute periods, but the three in between are 100 minutes each, interspersed with a 40-minute lunch period. The superintendent reported that students, overall, have spent more time on tasks and that teachers particularly in classes requiring laboratory experience, have been able to provide more indepth instruction.

Eagle Bend School District in Minnesota, a small district with only 378 students, reported that it has its own television station, and described it as ". . . probably the world's smallest television station." The network, operated by the school, is reported as the only one of its kind in the United States. In the fall of 1980, the Federal Communication Commission (FCC) allowed the station to go on the air. Creation of the station is an experiment in low-power community broadcasting. The station's broadcasting signal can be picked up by any regular TV set within a 30-mile radius. Broadcasts are aired during selected hours of the school day to two neighboring communities with a combined population of just over 1100 people. Under the direction of a trained teacher, students learn to operate the equipment and plan the format of the station's programs. Programming includes stories about local people and events (sports, parades, seasonal activities, etc.) The school also plans to produce mini-documentaries that deal with local history and occupations. In addition, school personnel hope to broadcast the school's French and physics classes to a neighboring district which does not offer these courses in its curriculum.

Sacketts Harbor Central School District in New York state (525 students) reported that it offered an environmental safety course for its secondary students that was adapted to interests and activities available to students in the local area. Through lecture and field activities, students participated in the following: hunting and fishing safety, big game hunting, trapping, snowmobile recreation, tractor handling, small boat handling, archery, duck hunting, duck identification and bonding, fire arm safety and black powder safety, and decoy carving. The course has received strong support from students and community members. It has also been recognized by the Duck's Unlimited organization and the National Rifle Association.

The superintendent of schools for Sabinal Independent School District (600 students) in Texas mailed a copy of the high school yearbook and several copies of the high school newspaper to the researchers.

For 27 consecutive years, the school newspaper has received the states' Award of Distinguished Merit in its division. The school yearbook or annual, which is about 150 pages in length and includes both black and white and color photography, has been published totally by the school. All phases of production, with the exception of the hardbound cover, are produced by students using school-owned facilities.

Lorraine Unified School District in Kansas (540 students) indicated that a "Seniors Honor Dinner" was hosted annually by members of the District Board of Education. Outstanding seniors, who had maintained high scholastic achievement throughout their four years of high school, were honored at the dinner along with their parents. The same district reported that its carpentry class regularly contracted to build small sheds and garages for members of the community. The income received from sale of the buildings provided financing for the continuation of the program.

Many other rural districts from across the nation reported practices and programs to the researchers. These included the use of computers to manage attendance records, payroll records, etc., programs for gifted and talented learners; computer education programs for both elementary and secondary students; block scheduling of classes; telephone conferencing between schools and specialized subject matter experts; extensive use of volunteers to assist teachers in providing programs which otherwise would not be available; cross grade tutoring; cooperative sharing of education specialists and programs between school districts; career education programs that used local members of the community and others that could occasionally be brought to the school; special reading programs; and foreign student exchange programs.

CONCLUSION. The small/rural schools in America share many of the problems that beset education in general: inadequate finances, shortage of teachers, changing social values, pressures from special interest groups, etc. The fact is that many of these problems are magnified in the small school. This is particularly true of the challenge to provide the many and varied educational needs of students as determined by students, parents, the community, the state, and the nation. To think that rural schools cannot successfully meet this challenge is a fallacy.

This report has attempted to briefly outline a few of the innovative practices and programs operating among some of our nation's small/rural schools. Those reported herein are only representative of many others across the country. It is important to note that small/rural school programs can be designed and developed to meet the individual needs of students. The challenge facing administrators, teachers, parents, students, and community members in rural areas is to optimize available resources in order to provide the most meaningful education possible for students.

JOHN LAWRENCE, GROUP VI MODERATOR

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A PROFILE OF SMALL/RURAL SCHOOL DISTRICTS IN IOWA COMPARED TO SCHOOL DISTRICTS OF SIMILAR SIZE NATIONWIDE

SPEAKERS: BRUCE O. BARKER
IVAN D. MUSE

INTRODUCTION. Until recently, comparatively few educators have taken an interest in the strengths and challenges of America's small/rural schools, despite the fact that almost one-third of America's youngsters attend schools classified as rural (REA News, 1982). With the decline in school consolidation and the current population shift to non-metropolitan areas (Beal, 1975), it is clearly evident that rural schools will continue to play a significant role in the future educational development of a large segment of our society. Currently, very little data are available about rural school systems in our society. This is particularly true of K-12 systems enrolling less than 1,000 students (Nachtigal, 1979).

The purpose of this report is to present major findings of K-12 rural school districts in Iowa with those of a nationwide study completed by Barker (1983), in which descriptive data were collected on K-12 and/or 1-12 rural school systems enrolling 900 students or less. The findings were gathered during the 1982-83 academic year.

METHOD. Using the Education Directory, Fall 1980: Local Education Agencies as a reference, a hand count was made of all K-12 and 1-12 public school districts in the United States which enroll 900 students or less. Of the nation's 15,601 public districts, 4,125 (26.4 percent) were identified as qualifying K-12 or 1-12 systems. In Iowa, 307 qualifying districts were identified. These districts represented 70.7 percent of the state's 434 operating public school districts and enrolled 154,130 students.

Questionnaires were mailed to superintendents of 816 randomly selected districts in the nationwide study. Completed questionnaires were returned from 642 districts (78.7 percent). The same questionnaire was mailed to 45 districts in Iowa, of which 41 responded (91.1 percent). The questionnaire posed questions related to the rural district, the school superintendent, the teachers, school programs and student performance.

FINDINGS. A comparison of the major findings in Iowa with those of the national study are reported in Table 1.

CONCLUSION. Iowa is one of the leading states in the nation in relation to the number of rural districts which make up the state's public school system. It is clearly evident that the operation and management of the small/rural district poses challenges and rewards, in many ways, uniquely different from those of a large urban district, and even many larger rural districts. It is hoped that the information presented herein will assist Iowa educators and others interested in education to more knowledgeably enhance the strengths and address the needs of the small/rural districts within the state.

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TABLE 1

COMPARISON OF RESEARCH FINDINGS ON K-12 PUBLIC SCHOOL DISTRICTS IN IOWA AND THOSE NATIONWIDE, ENROLLING 900 STUDENTS OR LESS. 1983.

Variable	Iowa	Nation
The Rural District		
1. Average student enrollment per district	434	436
2. Average number of schools per district	1.8	2.4
3. Average student enrollment per school	194.4	188.5
4. Average geographical size of district in square miles	180	245
5. Percent of student's bussed to school	61.3	64.4
6. Mean farthest one-way distance students bussed (miles)	16.1	19.0
7. Percent of districts reporting receipt of state aid or funding for small school districts	5.0	24.2
8. Average dollar amount of last bond issue	$826,488	$716,000
9. Percent of districts passing last bond issue	86.8	87.5
10. Percent of districts reporting declining enrollments	65.0	36.2
The Superintendent		
1. Average age of superintendent	47.4	47.1
2. Percent of superintendents holding master's as highest degree	31.7	55.4
3. Percent of superintendents holding Ed. Specialist degree	56.1	31.5
4. Percent of superintendents holding doctorate degree	12.2	13.1
5. Average tenure as superintendent (years)	7.5	8.5
6. Percent of superintendents reporting annual salary in excess of $35,000	43.9	37.4
7. Percent of full-time superintendents	61.0	75.8
8. Percent of superintendent/principal combinations	36.6	20.9
9. Percent of superintendents who worked for district prior to appointment as superintendent	18.1	29.4
The Teachers		
1. Average number of elementary teachers in district	14.1	14.4
2. Average number of secondary teachers in district	17.2	15.7
3. Average teacher/student ratio	1:13.8	1:14.5
4. Percent teacher turnover (1982-83)	8.5	8.6
5. Mean beginning teacher salary (1982-83)	$12,023	$12,492
6. Mean top teacher salary (1982-83)	$19,397	$20,506
7. Mean current teacher salary (1982-83)	$15,731	$16,377
8. Average number of "steps" to reach top of salary schedule	14.0	14.5
9. Average number of different subject preparations for secondary teachers	3.4	3.5
Student Performance		
1. Mean number of graduating seniors	39.3	34.5
2. Percent of graduating seniors recognized as National Merit Exam Finalists	1.4	1.0

Table 1 (continued)

Variable	Iowa	Nation
3. Percent of graduating seniors achieving scores of 25 or above on American College Test (ACT Exam)	11.4	7.5
4. Percent of graduating seniors achieving scores of 1100 or above on Scholastic Aptitude Test (SAT Exam)	1.2	2.6
5. Percent of graduating seniors going on to college	39.9	38.6
6. Percent of graduating seniors going to technical school	18.7	14.1
School Programs		
1. Percent of districts employing either full or part-time, the following resource personnel:		
Special Education	97.6	86.6
School Counselor	95.1	79.4
School Psychologist	14.6	33.8
School Nurse	68.3	45.1
Librarian/Media Specialist	85.5	80.9
Adult Education Director	31.7	22.0
Community Education Director	7.3	7.8
Vocational Education Director	14.6	22.0
2. Percent of districts offering the following sports programs:		
Football	85.4	69.2
Basketball	100	100
Baseball	100	55.4
Softball	100	37.1
Volleyball	70.7	65.7
Cross Country Track	36.6	23.3
Soccer	100	7.0
Wrestling	51.2	25.2
Track and Field	100	78.7
Golf	56.1	22.4
Tennis	2.4	16.3
Swimming	2.4	3.2
Gymnastics	4.9	5.9
3. Percent of districts offering the following courses as part of their curriculum:		
Spanish	58.5	41.8
German	9.7	9.7
French	29.3	18.9
Calculus	51.2	35.9
Chemistry	87.8	79.4
Computer Science	75.6	60.3
Electronics	31.7	13.0
Vocational Agriculture	58.5	63.1
Physics	85.3	67.7

FOURTH GENERAL SESSION

MEETING WITH IOWA LEGISLATORS

Jon D. Baker and Linda Jass presided at this session and the legislators who spoke were:

Sen. Joe Brown, Montezuma
Sen. Ray Taylor, Steamboat Rock
Rep. Richard Groth, Albert City
Rep. Horace Daggett, Lenox

Below are the four questions that were asked during the Legislative Session. The responses each legislator gave are available on tape #11 as described in the back of this Conference Report.

Question I:

In light of the commission's report on the Committee of Excellence, we would like to know how they propose to finance all of the extra programs and extra things that we will be required to have in our school systems, if the legislation that is pending comes through.

Question II:

What are the proposed changes in the teacher certification bill? How do they vary from our standard practices and how would these changes be funded?

Question III:

What would the competency examination requirements be for new teachers entering the profession?

Question IV:

Please address the bill that is presently pending on the weighting of funding for K-3 grade students that will in effect change our school aid foundation formula.

SEN. RAY TAYLOR . . . *"One of the things that I can see that we can do without an increase in money is in the area of 'time on task'. The most important element in the school is the efficiency factor in teaching, or time on task. I would like to see all of us take hold of this issue, put some concentrated effort into it and make better use of the time we have."*

SEN. JOE BROWN . . . *"The state budget picture is not very good. We have the possibility, I believe, that if the economy doesn't improve we will see another across the board budget cut after the legislature goes home. We will not only see one but I wouldn't be surprised if Gov. Branstad isn't forced to cut twice between now and January of 1985."*

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REP. HORACE DAGGETT . . . *"I would like to address the question of school reorganization. I do not feel that the legislature body will pass any forced school reorganization bills. We're seeing more and more sharing of programs, which in some areas has caused problems, but basically they have been well accepted."*

REP. RICHARD GROTH . . . *"I think it's important that we point out what we are doing well in our schools and the outstanding programs and personnel that exist in many of our districts. It seems to me that attention recently has been focused on the negative things in education and I think it's time we recognize the good things in education in Iowa."*

JON BAKER - PURE ADVISORY COUNCIL CHAIR

LINDA JASS

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CLOSING SESSION

THE ROAD TO EXCELLENCE AND EQUITY

SPEAKER: DR. ROBERT BENTON

It is a pleasure to be here with you to share some thoughts about education. Your program is an excellent one, and you have built an organization that has a national reputation. You have had an influence on educational decision-making in this state and other places. I commend you for that.

I want to point out that Board--Superintendent relationships are extremely important. It is a very serious matter. It is important that the relationship be mutually trusting and supportive because if it isn't, the educational enterprise seems to suffer some way. Someone once described this relationship as "reciprocal nudging." On the surface, that may seem just a bit negative, but I believe education is and should be a vibrant enterprise and this means that there are many points of view concerning education and various ways of delivering educational services. This can be, and often is, very healthy. However, when these differences become divisive and openly negative, this then can harm the educational enterprise.

This past summer it was my privilege to participate in the regional forum on education at Wichita, Kansas. I saw many of you there, too. The President of the Wichita Board of Education, when welcoming the Forum participants, made an observation which is applicable to what I have said here, "When the elephants fight, the grass gets trampled. When adults fight about education, the children get hurt." So, even though I would suggest that "reciprocal nudging" is appropriate for Board-Superintendent relationships, keep it in perspective. Keep away from open blows, because in the process, we need to always be assured that those who are in the educational decision-making roles are in there doing the job they know is going to be good for kids.

I am reminded that this is the time of year when tensions run very high in school districts. I have been out in the field the last few weeks. Sometimes you can just walk into a school, and you know that the tensions are high. It has been a cold winter--it has been a long winter--a lot of things have been taking place. Teachers are getting tired of kids, and kids are getting tired of teachers. All kinds of discipline problems start to emerge about this time of year. Fortunately, there will be a spring break soon.

With all these involvements, how do we get to the "Road to Excellence and Equity"? I chose that topic for two or three reasons. One, of course, is obvious. You have been talking about it here. Practically every meeting I have attended for the past five or six months in this state and this country has been geared to the general topic of excellence and how we are going to acquire it and how we are going to pursue it and how we are going to achieve it, if at all possible. So excellence seems to be the by-word--almost the educational jargon--of our day. I want to talk about that. I want to comment on some of the issues that this almost fanatical striving for excellence that seems to be in the forefront of all our discussions is going to impact and have an effect on our whole educational enterprise.

The second reason I chose that topic is that in much of the rhetoric and discussion--as I review with you some of the major reports other than the Nation At Risk which Anne covered so well yesterday--in much of that particular discussion and much of that push for excellence, we don't

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hear about the issue of equality, or equity. It is true that the Nation at Risk has several comments on equity and urges us to be sure that we continue to strive to work in the areas of equity for minorities for women, for the handicapped, and for financial equity. But out of a 31-page report, one or two sentences hardly puts into proper focus the relationship between the striving for excellence that that particular report and others seem to zero in on.

The broader, general issue of equity that is with us today has been with us for several years. Many people have gone so far--I don't agree with this viewpoint--as to suggest the reason we have a rising tide of mediocrity today in our schools and in other parts of our society is that we have concentrated far too much on such things as desegregation, such things as equal employment opportunities, such things as our push for programming for handicapped kids. I don't agree with that but there are those who indicate that perhaps because we have broadened the base of our educational enterprise to include so many things that our attention has been diverted from that goal of excellence in academic achievement. So I want to touch on those two issues and "crosswalk" between the pursuit of excellence and all that implies and all the efforts that those who are talking about reforms in education and how we can achieve those reforms and those changes in education -- I want to "crosswalk" over to the issue of how in that process we not lose sight of our continuing fight to achieve educational equity in a number of ways.

Getting back to the issues of excellence and issues of equity, let me comment briefly on the plethora of reports, special reports coming before us starting in April of 1983 and continuing until recently with many others still in process. A Nation at Risk was the report that kicked off the national attention. Another report is Action for Excellence by the Task Force on Education for Economic Growth put out by the Education Commission of the States. This report was published in June, 1983, and pulled together mostly by business and industrial leaders with a token set of educators. Their thrust was "We're not really sure we can trust educators to analyze the educational scene at this stage of the game. So, we will take a look at it." The main concept is that an improved and appropriate educational program, an excellent educational program, does contribute mightily to the issue of economic growth. It lays out eight to ten action recommendations with sub-recommendations such as: we should develop and put into effect as promptly as possible state plans for improving education in public schools K-12; and we should create broader and more effective partnerships for improving education in the communities, states and nation.

Although these reports have received much attention, they are not as substantive as some of the others that have been written. These next two reports are significant documents.

First, A Place Called School: Prospects for the Future by John Goodlad is a compendium of what is going on in education in this country. It covers all of education K-12 rather than just the senior high school as most of the reports do. He points out that education is a varied enterprise, not nearly as homogenous as many people think it is. It does vary from place to place. Therein lies some of the problems but therein also lies some of the promise.

I heard John say in Delaware, "After we had undergone all the research and all the observations and the sifting of that research and the analysis of that research--which literally filled computer banks--we were asked to identify a number of issues and a number of ways that the educational program can be improved to achieve excellence in education, but we found one single factor that we found occurring more than anything else as we delved into this particular issue. What was the one ingredient that seemed to indicate more than any other whether a school was a good school or not a good school? You will be surprised when I say this because of my reputation as a researcher and one that is based on concrete facts and analysis. We came to the conclusion that the one reoccurring thing that was more important than anything else was--satisfaction!" He indicates that there is a lot of diversity in the educational enterprise and there is not just one way to do something. If in that process, kids, teachers, parents, whatever, have a high degree of satisfaction with that enterprise, the products of that enterprise seem to be much better, much higher, much more along the lines we expect. This is an outstanding, substan-

tive piece of literature dealing with the more effective schools movement. This will make a contribution to our achieving the excellence that we talk about and that we are seeking so strongly because it gives substance to how we get there rather than simply recommending that we externally impose upon schools all over the country things like uniform graduation requirements. I highly recommend that you read this book.

The next report I would call your attention to is "The High School, A Report on Secondary Education in America," by Ernest Boyer, President of the Carnegie Foundation for the Advancement of Teaching. Again, this is a high school report only. Anne Campbell also served on the advisory panel for this study. This book lays out, after a well-defined research project, recommendations from the findings of a detailed, substantive piece of work for achieving excellence in education.

There are several others I would call to your attention including Horace's Compromise: The Dilemma of the American High School by Theodore Sizer, which sets forth the issue of student-teacher interaction from the viewpoint of a teacher.

Two other pieces of literature I would recommend that you take a look at because as you go back to your school districts, whether you be lay people or professional people, you need to make some decisions. I stress the word YOU need to make some decisions, because we are caught up in this country right now, and to a degree in our own Iowa legislature, in somewhat of a dilemma in terms of where should decisions be made about the pursuit of excellence and how we are going to improve the educational enterprise. Are we going to dictate a series of those things from the state level? Many of our sister states have chosen to do that. All you have to do is look at the new laws that have been passed in Mississippi, Arkansas, the Carolinas, Georgia, Florida and others. They are attempting from the state level to define in rather specific detail what those avenues to excellence will be. Such things as mandating competency testing both for teachers and for students; setting minimum or specific graduation requirements for all schools rather than allowing that to be done at the local-school level. In Texas and California, textbooks are adopted on a state-wide basis and, in effect, you are told, "This is the list of books you will use in your classroom."

So, as you get involved in making these particular decisions, you need to have a good handle on what are some of the issues, what are some of the other kinds of research and development that have been going on. This brings me back to a document that was produced long before any one of these documents that I have mentioned to you came off the presses. Many of you will recognize it. It is the Paideia Proposal: An Educational Manifesto by Mortimer J. Adler. The interesting thing about it is, many of us thought it would be the same old thing, that is, bring everything back to the basics, put everyone through the same program. Surprisingly enough, in many of the recommendations of not only the excellence report and the Nation at Risk, but even in these of Boyer and Goodlad, there is a strong push to define in some way what that core educational program is going to be. There is a general feeling that in our quest to try to meet the individual needs of all children, regardless of their handicapping conditions or interests, that perhaps we have gone too far. Maybe we need to come back to ground a little bit, that we need to re-think, re-define, what are those goals of education--what should those goals of education be? In that process maybe we should re-design a general core--a common core of learning--whatever term you want to use, that we should introduce to all children, albeit in a variety of ways. You could call it a number of things such as a return to the basic skills.

Adler goes much farther than I have suggested. For instance, he says there is no place for vocational education in high school. According to him, there is a narrowly defined core of educational experiences that all children should be exposed to and are capable of achieving. As we push for excellence, this is another document that you should be aware of, that you need to think about, because it does have strong implications.

Finally, another project which was brought to fruition by the College Boards a year and a half ago is "The Educational Equality Project" or "The Academic Preparation for College--What students need to know and be able to do." This is directed toward the college-bound student. We need to understand that as we deal with various aspects of the educational enterprise, that there will be differences. This is an

excellent statement for your high school counselors, principals, and teachers. They ought to be familiar with it. This is the first time in my memory that an organization has set down on paper a whole series of competencies, a whole series of learning outcomes that they think people need to have before they enter a college or university. There are important guidelines you should be familiar with.

With this background, as we pursue and get involved with the issue of excellence in education, don't expect from our department, or even the legislature, a precise definition of what that pursuit of excellence ought to be in your school system. At least in this state, we are still pretty strongly committed to the concept of local control. But, just passing a bunch of new rules from the state educational agency will not guarantee excellence. I am not sure it will produce excellence. You have to come back to the issue of what are those ingredients of a good educational program. Then you have to judge excellence, not so much in terms of all those measurable things such as test scores and other data which are often misunderstood and misused and thus mislead a lot of people about the whole educational enterprise.

If excellence is going to be achieved, you people who are interested and involved in the educational enterprise are going to have to deal with that in your own terms. You are going to have to deal with that within your own milieu. If you don't, we will have a certain amount of response to test scores. (It won't take much to raise the test scores in this state or in this nation, if you start teaching to the test.) But will you have, at the end of that project, an educated person--not one whose head is just filled with facts and figures? Because that is what you deal with when you get into those kinds of tests. But do you have an individual who knows how to think--an individual who knows how to be creative--who knows how to be a contributing member to society-all of those other things which are probably just as important, if not more so, than the things we can measure by tests. It becomes extremely important that you put the outcomes of educational programs into focus and deal with them that way.

Let me "cross-walk" this emphasis on the pursuit of excellence over to the issue of equity. If we back away from the commitment we have had for the last 10 or 15 years in this country to a whole multitude of issues of equity that we have tried to achieve within our society, that is not good. Many of the popular recommendations appear to be trying to push us into an educational system that is the same for everyone. Many people say that equity in its purest sense is to treat everyone alike. But this is a misunderstanding of the issue of equity. Many times, to achieve equity, you have to use unequal means. If you are going to overcome economic disadvantages, for instance, you have to use compensatory education to make it possible for youngsters with such background to avail themselves of educational opportunities. Our whole system is predicated on the concept that we need to do unequal things to help achieve true equity.

If we push so hard for some kind of a symbolic achievement level, vis-a-vis test scores and other measures, if we narrow that educational thrust so much, we will start squeezing kids out of that educational enterprise as was done in previous years. We should have learned from that. We now have the highest percentage of students in high schools in this country of any place in the world. Some would say that has produced a level of mediocrity. In positive terms, it has opened that educational enterprise to 90-95 percent of the kids in that age range. Surely something good comes out of that. The alternative is to cut down the percentage, to have a drop-out rate of 40-50 percent. Then, what is the social implication of 40-50 percent of the kids out of your schools? Are we prepared in this society to deal with that? I don't think we are.

We must come back to recognize that in the issues of equity we need to understand the issues of diversity. We need to deal with that, not in the same way, but in a diverse number of ways, to try to bring this into being. We need to strive for excellence, we need to motivate youngsters to their highest level, we need to try to get them to understand the world in which they live and how they are going to act and interact in that particular world. That is our push for excellence; but, in that process, we must not leave out this push for equity, this push for an educational program that is going to respond and continue to respond to the needs of

people. Those needs are very diverse. No two children are alike. Yet many of the *recommendations from the rhetoric that is* going on in the educational discussions today, seem to imply that kids are all alike and that we are going to achieve excellence and stop that rising tide of mediocrity if we just force everyone into the same mold and grind them out like a bunch of sausage grinders.

It is in this context that I would urge you to go back to your school systems and try to bring about improvement and change so that you can continue to better serve the needs of all youngsters. I hope you don't forget as you go down the road to achieving excellence, there are other roads that need to be considered. You need to blend those things together so that individuals may become what they are capable of being. This is the goal of education.

REGISTRATION

DR. ROBERT BENTON, SUPT. ROY MESSEROLE

SENATOR TAYLOR AND OTHER KITCHEN BAND HELPERS

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1984 ANNUAL MEETING

PRESIDING: CLAUDIA JONES
PRESIDENT

Annual reports were given and approved by the board including a Secretary's report by Eleaine McCullough, a Treasurer's report by Larry Costello, an Advisory Council report by Jon Baker and a Membership report compiled by Ruby Nail.

Plans were made for a one-day only National Conference, opening with a State Legislative Buffet on the preceding evening, in 1985 since PURE will be involved with the REA Conference next year. (*Editor's note: The 1985 Annual PURE National Conference will be held at the Sheraton Inn, Des Moines, Iowa, on Thursday, February 7, 1985, with the Legislative Buffet scheduled for Wednesday evening, February 6, 1985*). The REA Conference in October, 1985, with PURE co-hosting was discussed by Jim Jess. Jon Baker and Joan Rammelsberg will be helping as PURE's committee with Dr. Jess. Ruby reported that we currently have 3366 members, but that many members were not current with their membership dues.

The board discussed at length the need for a computer for storing of records and for aid with membership notices and other mailings. The president named a committee of Larry Costello, Jeanne Plagge, Joyce Losure and Jon Baker to shop for one.

The need for a new committee for resolutions and proposed legislation was considered and Merle Wagner of CAL Community was appointed to head this committee which will include representatives from local PURE Chapters.

Meeting adjourned.

Eleaine McCullough, Secretary

JOYCE LOSURE, JANE ZELINSKY, LARRY COSTELLO, KAY BANWART, ROBERT MALLOY, JOAN RAMMELSBERG, CLAUDIA JONES, ELEAINE MC CULLOUGH, JEANNE PLAGGE

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West Bend Community
B-C-L, Conrad
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Urbana Comm.
Lost Nation Comm.
Clear Creek Comm., Oxford
Burt Comm.
Clearfield Comm.
Dunkerton Comm.
Russell Comm.
Goldfield Comm.
St. Ansgar Comm.
Louisa-Muscatine Comm., Letts
Klemme Comm.
Fox Valley Comm., Cantril
Wilton Comm.
Columbus Comm., Columbus Junction
Underwood Comm.
CAL Comm., Latimer
Solon Comm.
Crestland Comm., Early
Corwith-Wesley Comm., Corwith
Green Mountain Ind. School Dist., Gladbrook
Nora Springs-Rock Falls Comm.
Delwood Comm., Delmar
Ventura Comm.
Albert City-Truesdale
Primghar Comm.
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Sheffield-Chapin Comm.
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Fremont-Mills Comm.
Sioux Valley Comm.
Rolfe Comm.
Allison-Bristow Comm.
Alden Comm.
Clarion Comm.
West Burlington Ind.
North Polk Schools
Carson-Macedonia
Titonka Comm.
Benton Comm., Van Horne
Schaller Comm.
Amana Comm.
Center Point Cons.
Winfield-Mt. Union
Stratford Comm.

SCHOOL DISTRICTS (continued)

Bridgewater-Fontanelle
Norway Comm.
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AEA 4
AEA 15
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ADDRESSES FOR 1984 CONFERENCE SPEAKERS

Dr. Robert M. Worthington
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400 Maryland Ave., S.W.
Washington, D.C. 20202

Dr. Ivan Muse
College of Education
Brigham Young University
Provo, Utah 84602

Dr. Anne Campbell
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Dr. Bruce Barker
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Texas Tech. University
Lubbock, Texas 79409

Dr. Roger A. Baskerville
206 West 2nd Street
Washington, Kansas 66968

Dr. Robert D. Benton
Department of Public Instruction
Grimes Office Building
Des Moines, Iowa 50319

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CLAUDIA, JAN JESS,
JEANNE PLAGGE

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PARTICIPANT REACTION

I received a brochure addressed to the Local Teacher's Association President early in January. I arrived as a non-member at the Conference, cautious and wary. As I looked for others I knew, there were none -- but two men, Dr. Ivan Muse and Dr. Bruce Barker introduced themselves to me and we immediately found many areas of prime concern to all of us. The next person I spoke to was a school board president who bragged to me about his teachers and his cooperation with his teachers' association. I was enthralled. The next thing I saw was superintendents, parents, community and board members all talking, eating and sitting together and visiting enthusiastically about education, all areas of education, in the same kind of schools that I work in. No one spoke about certain programs being good, bad, needed or not needed. These people seemed to be interested in anything that was good for rural education and students. I was excited. Here were people saying things I've believed about my rural school for the seven years I've taught art. For 2 days I listened and visited with people really interested in rural education, including the arts. To my relief, not one person asked me, "How's your sports program?" For rural teachers like myself to know what kind of support and concern is out there in Iowa's rural districts makes my job meaningful and gives us hope for our future.

Thank you for a very enlightening two days and what I hope will be a learning partnership.

Linda Janson, Teacher
North Polk Community Schools
Alleman, Iowa

1984 PURE CONFERENCE

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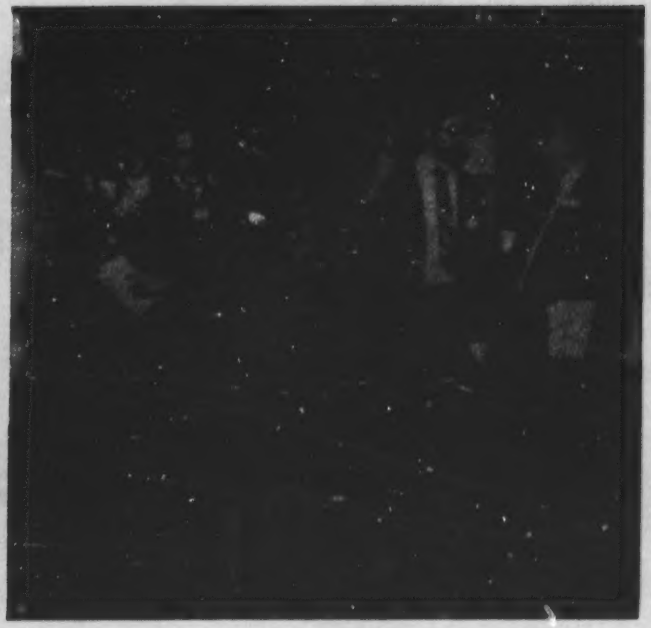

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